DOCUMENT RESUME

ED 354 140 RC 018 984

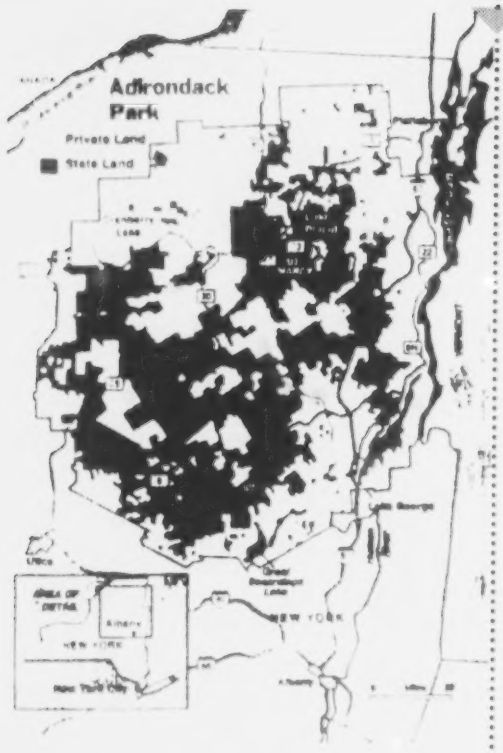
TITLE	Condition of Education in the Adirondack Blue Line.
INSTITUTION	New York State Education Dept., Albany.
PUB DATE	Sep 92
NOTE	80p.
PUB TYPE	Reports - Research/Technical (143) -- Statistical Data (110)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Academic Achievement; Attendance; Dropout Rate; Elementary Secondary Education; Enrollment; *Lifelong Learning; Postsecondary Education; *Rural Schools; School Districts; *School Statistics; Scores; *Teacher Characteristics; Teacher Student Ratio
IDENTIFIERS	*Adirondack Mountains; *New York (Upstate)

ABSTRACT

This document profiles education in the Adirondack Park area of upstate New York. The introduction describes the Adironack Blue Line area, its school districts, and its revenues for school funding. Elementary and secondary education are described in terms of attendance rates, pupil-teacher ratio, teacher turnover rate, and median teacher salaries among other factors. The report summarizes performance on Pupil Evaluation Program tests for grades 3 and 6 and the Preliminary Competency Tests and Regents Competency Tests for grades 7-12. Regents Diploma rates, dropout rates, and college-going rates are also provided. A section on lifelong learning in the Adirondack Park presents information on preschool services, additional educational opportunities for students and staff, services for adults, and postsecondary education. The final section discusses future directions in the Adirondack Blue Line. It highlights current directions in supporting rural education and offers suggestions in the areas of education, economic development, and service delivery. The three appendices contain: (1) budget, staffing, and enrollment for postsecondary institutions in the Adirondack Park vicinity in 1990-91; (2) revenue sources and total expenses for the Adirondack Park School Districts for 1990-91; and (3) geographic representation of link users for 1991-92. Numerous tables of data are included. (KS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED354140



Condition of Education in the Adirondack Blue Line

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Robert M. Trombly

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

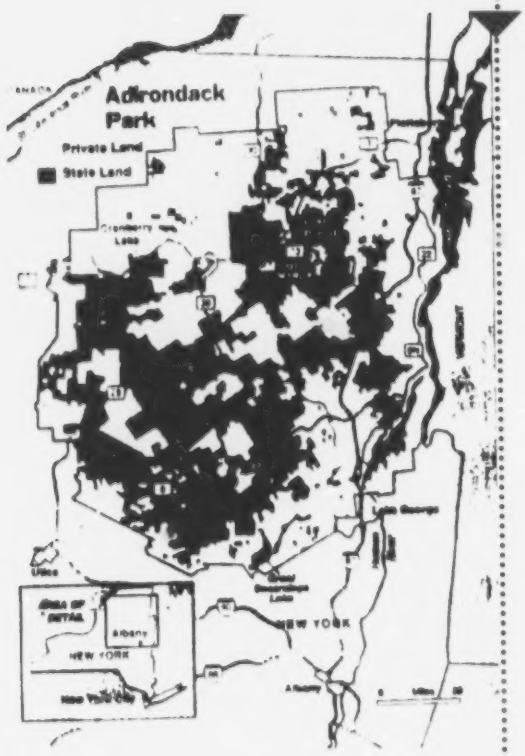
☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

The University of the State of New York
The State Education Department
Office for Planning, Research and Support Services

Re 0189884



Condition of Education in the Adirondack Blue Line

The University of the
State of New York
The State Education Department
Office for Planning, Research and
Support Services

September 1992

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University

R. Carlos Carballada, *Chancellor*, B.S.	Rochester
Jorge L. Batista, *Vice Chancellor*, B.A., J.D.	Bronx
Willard A. Genrich, LL.B.	Buffalo
Emlyn I. Griffith, A.B., J.D.	Rome
Laura Bradley Chodos, B.A., M.A.	Vischer Ferry
Martin C. Barell, B.A., I.A., LL.B.	Muttontown
Louise P. Matteoni, B.A., M.A., Ph.D.	Bayside
J. Edward Meyer, B.A., LL.B.	Chappaqua
Floyd S. Linton, A.B., M.A., M.P.A.	Miller Place
Mimi Levin Lieber, B.A., M.A.	Manhattan
Shirley C. Brown, B.A., M.A., Ph.D.	Albany
Norma Gluck, B.A., M.S.W.	Manhattan
Adelaide L. Sanford, B.A., M.A., P.D.	Hollis
Walter Cooper, B.A., Ph.D.	Rochester
Carl T. Hayden, A.B., J.D.	Elmira
Diane O'Neill McGivern, B.S.N., M.A., Ph.D.	Staten Island

President of The University and Commissioner of Education
Thomas Sobol

Executive Deputy Commissioner of Education
Thomas E. Sheldon

Coordinator for Planning, Research and Support Services
Julio Vidal

The State Education Department does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender or sexual orientation in the educational programs and activities which it operates. Portions of this publication can be made available in a variety of formats, including braille, large print or audio tape, upon request. Inquiries concerning this policy of equal opportunity and affirmative action should be referred to the Department's Affirmative Action Officer, NYS Education Department, 89 Washington Avenue, Albany, NY 12234.

CONTENTS

HIGHLIGHTS ix

INTRODUCTION 1

The Adirondack Blue Line 1
Profiles of the Adirondack School Districts 1
The Facts of Adirondack Life 1
The Education Industry 2
Adirondack School Districts 3
Boards of Cooperative Educational Services 3
School District Poverty Measures 4
Funding Patterns for Blue Line Districts 4

ADIRONDACK SCHOOL DISTRICTS OVERVIEW 6

Schools and Enrollment 6
Looking Back 6

CONDITION OF ADIRONDACK ELEMENTARY AND SECONDARY EDUCATION 7

Measuring Up: General Indicators 7

ELEMENTARY SCHOOL PERFORMANCE 9

Measuring Up: Pupil Evaluation Program Results 9

SECONDARY SCHOOL PERFORMANCE 10

Measuring Up: Grades 7-12 10
Preliminary Competency Test Results 10
Regents Competency Test Results 10
Regents Diploma Rates 10
Dropout Rates 10
College-Going Rates 11

LIFELONG LEARNING IN THE ADIRONDACK BLUE LINE 12

A Learning Laboratory 12

Learning for All Ages 12
Prekindergarten Programs and Preschool Educational Services 12
Additional K-12 Educational Opportunities for Students and Staff 13
Services for Adults 14
- ➤ Services Available at ACCESS Center/Sites 14
- ➤ Literacy Education 14
- ➤ Occupational Training 14

Postsecondary Education 15
Nontraditional Postsecondary Educational Opportunities 15
Augsbury Institute: A Partnership Model 16

FUTURE DIRECTIONS 17

Supporting Rural Education Interests 17
Looking Ahead 17

TABLES:

1 Adirondack Park School District Counties and Enrollment by County, 1990-91 19

2 Total Enrollment, Adirondack Park School Districts by Category and County, 1990-91 20

3 Percent of Enrollment Participating in Free and Reduced School Lunch Program for Students in the Adirondack Park School Districts, 1990-91 22

4 Enrollment Trends by School Level, Adirondack Park School Districts and New York State, 1970 through 1991 24

5 Elementary/Secondary Education Statistics, Adirondack Park School Districts, 1970-71 to 1990-91 25

6 Annual Attendance Rate for Students in the Adirondack Park School Districts, 1989-90 27

7 Pupil-Teacher Ratio for Schools in the Adirondack Park School Districts, 1990-91 29

8 Percent of Teacher Turnover for Schools in the Adirondack Park School Districts, 1990-91 31

9 Median Teacher Salary for Teachers in the Adirondack Park School Districts, 1990-91 33

10 Median Years Teaching Experience for Teachers in the Adirondack Park School Districts, 1990-1991 35

11 Percent of Teachers Certified by Type of Certification for Teachers in the Adirondack Park School Districts 37

12 Percent of Teachers with Master's Plus 30 Hours or Doctorate in the Adirondack Park School Districts, 1990-1991 39

13 Per Pupil Expenditure, Adirondack Park School Districts, 1989-90 41

14 Number of Computers, Library Books and Audio Visual Resources in the Adirondack Park School Districts, 1990-91 43

15 Percent of Students Scoring Above the State Reference Point in Pupil Evaluation Program, Grade 3 Reading and Mathematics, Adirondack Park School Districts, 1985-86 and 1990-91 45

16 Percent of Students Scoring Above the State Reference Point in Pupil Evaluation Program, Grade 5 Writing and Grade 6 Reading and Mathematics, Adirondack Park School Districts, 1985-86 and 1990-91 47

17 Percent of Students Passing the Preliminary Competency Tests in Reading and Writing, Adirondack State School Districts, 1990-91 49

18 Percent of Students Passing the Regents Competency Tests in Mathematics, Reading and Writing, Adirondack Park School Districts, June 1985-86 and 1990-91 51

19 Percent of Graduates with Regents Diplomas in the Adirondack Park School Districts Diplomas, 1990-1991 53

20 Dropout Rate for Students in the Adirondack Park School Districts, 1989-90 55

21 Percent of Graduates Going on to Postsecondary Education in the Adirondack Park School Districts, 1989-1990 57

APPENDIX A: Budget, Staffing and Enrollment for Postsecondary Institutions in the Adirondack Park Vicinity, 1990-91 59

APPENDIX B: Revenue Sources and Total Expenses for the Adirondack Park School Districts, 1990-91 61

APPENDIX C: Geographic Representation of Link Users, 1991-92 64

BIBLIOGRAPHY 65

ACKNOWLEDGMENTS

Special acknowledgment is extended to the staff in the Education Department who contributed to the generation of this publication.

The Office for Planning, Research and Support Services was responsible for the development of the document. Under the leadership and supervision of *Julio Vidal*, *Geraldine Burke* had primary responsibility for researching and drafting the paper. The design and preparation of selected tables and appendices are attributed to *Kevin McCarthy*, with special thanks to *Peter Caruso* for his statistical support. *Virginia Milne* was responsible for the editorial review and publication production process. Much appreciation goes to *Nancy McCagg* for the invaluable support services she provided to the project.

Finally, the Center for Art and Design, the Publications Unit and the Address Labeling Unit are to be commended for their efforts in the design, reproduction and the distribution of the material.

"Traditionally, many rural students have been shortchanged by society's low expectations for them as learners. As a result, their communities are deprived of the potential these students possess to enrich both their own lives and their hometowns. It is essential that policymakers begin to focus on strengthening opportunities for the lifelong learning of rural students."

—Regent Laura B. Chodos

HIGHLIGHTS

When assessing the future of the quality of life for residents living within the boundaries of the Adirondack Blue Line (also known as the Adirondack Park), education is a critical factor. The schools, colleges, libraries and cultural institutions offer residents and businesses the backbone for a network of resources that life-long learners require to meet the challenges ahead. A review of conditions of education in the region shows that:

- School districts show a wide diversity in area size, enrollment and accessibility.
- Compared to statewide levels of school funding sources, the majority of Blue Line districts have a larger percentage of their revenues originating on property and related tax revenue sources and smaller percentage on State and Federal funding.
- Overall between 1970-71 and 1990-91, enrollment decline for the Blue Line districts was less than the statewide decline; during the 1980s, Blue Line district enrollment decreases surpassed the statewide level by 1.3 percent.
- Pupil/teacher ratios in most districts are below the statewide level.
- Average per pupil expenditure is greater than the statewide level.
- Teacher salaries are generally lower with experience levels and education levels below the statewide average.
- With few exceptions, there are more library books per student than at the statewide level.
- Most school districts consistently report good results for PEP tests with the best performance achieved on the grade 3 and 6 mathematics tests.
- The dropout rates are low for most Adirondack districts.
- The majority of Adirondack Park districts have college going rates below the total statewide rate for all types of districts: 46 percent of Adirondack rural districts are below the statewide rural rate and only one Adirondack suburban district is above the statewide suburban level.
- The Adirondack Park is a learning laboratory for students at all levels of education.
- State funded prekindergarten services are nonexistent.
- Libraries and public broadcast television are integral in providing educational services to learners of all ages through the use of technology to assist in removing the barriers of geographic isolation.
- Partnerships among schools, postsecondary institutions, State and local governments, business and community groups can successfully build coalitions for change by promoting the rural tradition of using collaborative efforts to address the issues of at-risk students and the need to enhance economic development and provide job training and literacy education to combat unemployment and the accompanying poverty levels.
- Innovative educational opportunities such as magnet schools, summer institutes for mathematics and science, environmental camps and exchange programs for students and staff will promote excellence in education while using the natural learning laboratory of the Adirondack Park to its full potential.
- Funding inequities in the present State aid formula need to be changed to reflect the special conditions of rural districts: sparsity, distance/isolation, property wealth and lack of industry.

INTRODUCTION

The Adirondack Blue Line

The Adirondack Mountains of upstate New York provide State residents and visitors from around the world with scenic recreational facilities, including the sites of two past Olympic winter games. The Adirondack Park (9,262 square miles) constitutes an area similar in size to New Hampshire (9,304 square miles) and larger than each of the following states: Connecticut, Delaware, Hawaii, Massachusetts, New Jersey and Rhode Island. In relation to our national parks, the Adirondack Park is larger than the Everglades, Glacier, Grand Canyon and Yellowstone National Parks combined.

The Adirondack Park is an area consisting of both public and private lands. The public lands are known as the Adirondack Forest Preserve. The Preserve represents 41 percent of the Park, consisting of land areas dispersed throughout the Park. Large bodies of water represent an additional six percent of the Park. Private land use within the Park is regulated by a State entity, the Adirondack Park Agency.

The Adirondack Park includes two complete counties—Essex and Hamilton—and portions of 10 other counties: Clinton, Franklin, Fulton, Herkimer, Lewis, Oneida, St. Lawrence, Saratoga, Warren and Washington. It has a permanent population of about 130,000 residents. An additional 110,000 seasonal residents take advantage of the special environment of the Park. The Park residents are served by some 105 units of town and village government.

Profiles of the Adirondack School Districts

Of the eight counties with school districts that are partially in the Park region, Warren and Franklin counties have the most significant percentage of districts and enrollment while Herkimer, Saratoga and Washington have the least percentages of districts and enrollment in the Park. Two of the 12 Adirondack counties (Lewis and Oneida) have no school districts located within the boundaries of the Park and are not included as part of this study. (Table 1)

Initially, this report looks at the condition of education in the school districts of the Adirondack Park including enrollment demographics, test scores, dropout and college-going rates. Other school factors, such as characteristics of teachers, revenue sources and expenditures, and availability of computers, audio-visual resources and library materials, are examined. Trends for the 1970-71 through 1990-91 school years are detailed. Also included is information related to the conditions of Adirondack life found outside the classroom—such as poverty and high unemployment—that may impact on a child's ability to learn.

Opportunities for lifelong learning are essential to the well-being of Park residents and their communities. The report reviews the status of educational opportunities for learners of all ages, including prekindergarten, literacy, job training, and college opportunities. The roles played by the region's public broadcast station and libraries are examined. Also explored is the value of the Adirondack Park as a learning laboratory, and the use of partnerships and cooperative efforts—a tradition in rural settings. Finally, the report describes some activities that may be needed to strengthen the work force in the Park and enhance the economic development of the region.

The Facts of Adirondack Life

The beauty of the terrain in the Park is renowned. For permanent residents in the more remote areas, the price of pristine vistas is an absence of some services found readily in other more populous areas of the State. One example is health care services. An April 1990 report, **The Adirondack Park in the Twenty-First Century**, identifies the following conditions that affect availability of primary health care and emergency services in the Park region:

- low population density and large seasonal population changes;
- above average rates of poverty and unemployment;
- poor transportation systems and severe winter climate that impede travel; and
- shortages of physicians and health professionals (p. 36).

The initial three conditions are key to understanding why all types of service delivery—including educational services—are difficult for the remote areas of this region.

While delivery of health services is an important concern in this region, the most evident social conditions affecting Adirondack life are the unemployment and poverty faced by some residents, and the general scarcity of high-paying jobs. The following unemployment/poverty statistics for the ten Adirondack counties[1] covered by this study help to demonstrate the extent of these conditions in this region:

- Unemployment rates (January 1992)[2] in nine of the ten counties were well above the New York State rate of 9.1 percent with Essex (16.7 percent) and Hamilton (19.1 percent) at the highest levels and Saratoga County falling below the State rate.
- County statistics (July 1991) for the Aid to Families with Dependent Children (AFDC) Income Maintenance Basic Program reported 6,268 cases in nine Adirondack counties, representing over five percent of cases for the State excluding New York City. Adirondack children served by this program (10,934) represent 4.8 percent of the children served by this program outside New York City.
- County statistics (July 1991) for the AFDC Unemployed Parent Program reveal that Adirondack cases represent 12.2 percent of the statewide total exclusive of New York City, and nine percent when New York City is included. Adirondack children served (2,585) represent 11.3 percent of the State total of children served excluding New York City and 8.2 percent when New York City is included.
- Food Stamp Program county statistics (July 1991) for individuals who are also receiving Public Assistance show that Adirondack county totals represent 5.9 percent of the households and 5.8 percent of persons served statewide excluding New York City.
- County statistics (July 1991) for Nonpublic Assistance Food Stamp recipients indicate that Adirondack households represent 9.7 percent and Adirondack clients represent 10.4 percent of the State participants excluding New York City.
- County statistics (July 1991) for ADC Related Children eligible for Medical Assistance benefits show that Adirondack children (10,504) represent 10.8 percent of those eligible children residing outside New York City.

The Education Industry

The Park region lacks a diverse economy resulting in limited employment opportunities. Under such circumstances, the 38 school districts and two postsecondary institutions located within the boundaries of the Adirondack Park are major employers in some Adirondack communities. In 1990-91, these districts provided various types of employment to 3,445 individuals.[3] School staffing includes:

- 2,015 Professionals (Classroom Teachers, Administrators, Guidance Personnel);
- 291 Paraprofessional Staff (Teacher Aides and Assistants, Other Paraprofessionals); and
- 1,139 Support Staff (Secretaries, Typists and Clerks; Maintenance Workers and Custodians; Bus Drivers and Mechanics; School Lunch Workers; and Other Support Staff).

Reviewing salary information for the largest group of school employees—classroom teachers—helps to provide an understanding of the economic impact school district employment can provide a rural area. In 1990-91, there were 1,761 full-time and 48 part-time classroom teachers in these districts. The 1990-91 median salaries for full-time classroom teachers in the Blue Line districts range from $16,600 to $42,692 (Table 9). Thirty-six percent of the 36 districts providing salary data were in the $25,000-$29,999 range, and another 33 percent of the districts reported median salaries of $30,000 to $34,999.

In addition to providing employment, these school districts are consumers of goods and services, often contributing to the health of the local economy. In 1990-91, these 38 districts had total expenditures of close to $175 million. The three districts with the largest expenditures were Saranac Lake CSD ($12.5 million); Saranac ($12.2 million); and Ausable Valley CSD ($10.8 million). Twelve other districts had expenditures of over $5 million.

The two postsecondary institutions located in the Park, Paul Smith's College (Franklin County) and the North Country Community College at Saranac Lake (Essex County) with a branch in Ticonderoga (Essex County), also are significant employers in their areas. The significance of higher education in the Adirondacks is detailed in a July 1992 report, **Higher Education and Regional Development**, prepared by the Rural Services Institute at the State University College at Potsdam.[4]

> Due in part to the region's primarily rural nature, institutions of higher education generally appear to enjoy considerable status and prestige within their communities. Each institution is

[1]The ten-county region represents 3.9 percent of the total State population, and 6.6 percent of the State population excluding New York City for 1990.

[2]Department of Labor staff note that the January unemployment rates for North country counties are generally highest of the year due to the seasonal employment found in these counties.

[3]Includes the following part-time staff: Professionals (64); Paraprofessionals (50); and Support Staff (232).

[4]The study covered the 14 counties of the Adirondack North Country Association including the 12 counties that comprise the Adirondack Park.

considered an important economic asset and a vital resource servicing the local economy. In fact, an institution of higher education is often the major source of employment in the local community and, in some cases, in the entire county as well. (Chugh, 1992, p. 4)

In 1990-91, Paul Smith's College had 250 full-time equivalent (FTE) employees and an operating budget of $12.5 million (Appendix A). The economic impact[5] on the local economy was recently placed at $26 million. (Chugh, 1992, pp. 139-140) In the same period, North Country Community College had 189.3 FTE employees and an operating budget of $6.8 million. (Appendix A) The economic vitality of the Adirondack Park is further enhanced by the presence of numerous colleges and universities located just outside of the Blue Line. These other institutions are identified and details on budget, staffing and enrollment are provided in Appendix A.

Adirondack School Districts

The Adirondack Park is generally considered a rural region. The New York State Office of Rural Affairs defines rural areas to be counties with populations of less than 200,000. The population of each of the ten Adirondack counties falls below this level. However, the definition of "rural" as used by the State Education Department (SED) to categorize rural school districts[6] excludes the Adirondack school districts in the following counties:[7] Herkimer (one), Saratoga (two), Warren (six) and Washington (one). Therefore, 10 of the 38 Adirondack Park School districts are categorized as suburban school districts.[8] Based on 1990-91 enrollment, 71 percent of the Adirondack schools' enrollment is in rural districts. The individual school districts located in the Park and district enrollments are listed by category and county in Table 2. Saranac Central School District (CSD) and Saranac Lake CSD are the largest districts with about 1,700 students while on the other extreme are Raquette Lake Union Free School District (UFSD) (10 students); Inlet Common School District (24 students); Piseco Common School District (33 students); and Newcomb CSD (66 students).

The size of the Adirondack Park is reflected in the large areas covered by some of its school districts: Saranac Lake CSD (602.10 square miles); Town of Webb CSD (511.24 square miles); Long Lake CSD (386.56 square miles); and Schroon Lake CSD (329.74 square mile). Of the remaining 34 Adirondack districts:

- Nine districts have areas of 200 to 299 square miles;
- Twelve districts have areas of 100 to 199 square miles;
- Ten districts have areas of 50 to 99 square miles; and
- Three districts have areas of under 50 square miles.

Rural regions often have problems of low population density. The diversity of enrollment and the great differences in area covered by the individual Adirondack districts create per-pupil density for districts that respond to the uniqueness of the district unit.

In areas of general population sparsity such as the Adirondack Park, schools often serve as the hub of activity for a community. The school has the potential to act as a center for providing not only educational activities but also social, cultural, and recreational activities for the locale. In areas such as the Adirondack Park where schools are both safe and hospitable, schools ideally could be open 18 hours a day to meet such needs.

Boards of Cooperative Educational Services

Boards of Cooperative Educational Services (BOCES) are intermediate service centers that assist school districts through shared service agreements to provide expensive services such as special education and occupational education. Each BOCES is headed by a District Superintendent who as chief executive officer has responsibilities for both the BOCES and the component school districts. BOCES provide educational leadership and program access and equity for schools of component districts by making available—in addition to vocational and special education services—other services via the use of itinerant teachers and other staff. Instructional support services are also part of the BOCES cooperative services with the capability of offering the opportunity for use of educational technology. To pay for such services, these school districts, as BOCES participants, contributed over $17.5 million towards BOCES costs for the 1990-91 school year. Adirondack school districts are served by many different BOCES. The 38 school districts are affiliated with the following BOCES:

- Clinton-Essex-Warren-Washington BOCES (11);
- Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES (two);
- Franklin-Essex-Hamilton BOCES (six);
- St. Lawrence-Lewis BOCES (three);
- Hamilton-Fulton-Montgomery BOCES (six);

[5]This is a self-report indication of direct and indirect local spending in the county where the institution is located.

[6]Located outside a Standard Metropolitan Statistical Area (SMSA).

[7]Number of Adirondack school districts are listed in parentheses.

[8]The Department of Economic Development has responsibility for grouping New York State school districts according to a set of categories they have developed (i.e., urban, rural, suburban). The State Education Department is required to use those categories and groupings.

- Saratoga-Warren BOCES (two); and
- Washington-Warren-Hamilton-Essex BOCES (eight).

District Superintendents for each BOCES listed are part of a Joint Management Teams (JMT), a planning group. The first four BOCES listed are North Country JMT members and the remaining BOCES are part of a JMT that also includes Rensselaer-Columbia-Green BOCES and Albany-Schoharie-Schenectady BOCES.

School District Poverty Measures

The unemployment/poverty conditions in the Adirondack Park region are also mirrored in the schools where poverty levels are measured by the percent of students receiving free or reduced priced school lunches.[9] Of the 33 Adirondack school districts that reported information to SED in October 1990:

- Sixty-seven percent of Adirondack rural districts are above the statewide participation level for all rural districts (25.8 percent);
- All of the Adirondack suburban districts are above the statewide participation level for suburban districts (11.1 percent);
- Twenty-four percent of all Adirondack school districts are above the State participation level (35.1 percent);
- Lake Pleasant CSD (57.4 percent) and Minerva CSD (50.9 percent) have the highest poverty levels of all Adirondack school districts;
- Johnsburg CSD (37.5 percent) and Edinburg Common School District (33.6 percent) have the highest poverty levels for the suburban Adirondack school districts; and
- Newcomb CSD and Town of Webb Union Free School District (UFSD) have the least participation in the free or reduced school lunch program (about 12 percent). (Table 3)

When the unemployment/poverty are found in areas of low population density, the result may impact on the ability of the local school district to develop and maintain a variety of instructional programs and perhaps ultimately limit the potential of the students in poorer districts. Such circumstances feed a cycle of further diminishing the potential for improved economic development.

Funding Patterns for Blue Line Districts

The diversity found within the Blue Line is further reflected in the proportion of funding received by districts from the various revenue sources used to finance the schools (Appendix B). Some differences can be found when the Adirondack districts revenue sources are compared to the statewide level for the 1990-91 school year. Adirondack districts receive a smaller percentage of their funding from Federal sources (2.2 percent) than the statewide level (3.4 percent) but greater State revenue (45.1 percent) than the statewide level (43.0 percent). Percentages of property and related tax revenue for the Blue Line districts (48.1 percent) are very close to the statewide level (49.3 percent). Other revenue sources represent a slightly larger share of total revenue for Adirondack districts (4.6 percent) than the statewide level (4.3 percent). Significant differences surface with the examination of the various funding streams for the individual districts.

- **State Revenue:** Close to 60 percent of the 38 Adirondack districts have percentages of revenues from State sources below the statewide level. Fifty-seven percent of rural districts and 60 percent of suburban Adirondack districts fall below this State level. The share of revenues from State funding for rural Adirondack districts (48.3 percent) is far less than the statewide rural level (59.9 percent). State funding for suburban Blue Line districts (37.8 percent) is slightly above the statewide suburban level (36.7 percent) The lowest percentages of State funding are received by the rural districts of Piseco Common SD (0.2 percent); Inlet Common SD (0.4 percent) and Raquette Lake UFS (1.05 percent)—all very small school districts. The districts with the highest percentages of revenues from State sources include: Moriah CSD (80.5 percent); Mayfield CSD (70.7 percent); and Parishville-Hopkinton CSD (69.7 percent).

  The two districts with the highest levels of student poverty (as identified in Table 3) have low percentages of State revenues. Both Lake Pleasant CSD (57.4 percent) and Minerva (50.9 percent) receive respectively 21.5 and 23.9 percent of their total revenue from State funding. Four districts with similar student poverty rates receive very different levels of State support: Moriah CSD (36.9 percent) receives 80.5 percent; Johnsburg CSD (37.5 percent) receives 43.6 percent; St. Regis Fall CSD (37.7 percent) receives 62.6 percent; and Schroon Lake CSD (38.4 percent) receives 15.8 percent of State funding.
- **Federal Revenue:** Overall, 87 percent of the Blue Line districts are below the statewide level for Federal funding. A greater percentage of Adirondack rural districts (89 percent) are below this statewide level than the Adirondack suburban districts (80 percent). Adirondack rural (2.2 percent) and statewide rural level (2.5 percent) for Federal revenue are close. Suburban

[9]Participation in the program is voluntary and, therefore, these statistics may be an underestimate of the number of students eligible. Also, the number of eligible students vary across districts.

Blue Line districts receive a larger portion of funding from this source than the statewide suburban level. The percentage of Federal aid received by these school districts does not fluctuate as dramatically as with the State funding. The districts with the least Federal support are the rural districts of Inlet Common SD (0.0 percent); Raquette Lake (0.0 percent); Piseco Common SD (0.1 percent); Newcomb CSD (0.4 percent) and Crown Point CSD (0.6 percent) and the suburban district of Town of Webb (0.0 percent). The Adirondack districts with the greatest percentage of Federal funding are the suburban districts of North Warren CSD (4.3 percent) and Putnam CSD (4.1 percent).

- **Property and Related Tax Revenue:** Almost 57 percent of the rural Adirondack districts and 80 percent of the suburban Adirondack districts (63 percent of all Adirondack districts) receive a larger percentage of their revenue from property taxes than the State average (49.3 percent). Adirondack rural districts finance education with a larger portion from this source (44.8 percent) than the statewide rural level (32.5 percent). Adirondack suburban districts' level (55.6 percent) is very close to the Statewide suburban level (55.9 percent). Property tax revenues represent over 80 percent of the total revenue for the following rural Adirondack districts: Inlet Common SD (95.9 percent); Raquette Lake UFS (91.9); Long Lake CSD (83.2 percent); Newcomb CSD (80.4 percent); and Indian Lake CSD (80.3 percent). The suburban Adirondack district with the highest percentage of property tax revenue is Lake George CSD (80.6 percent). Districts with the lowest property tax revenue percentages are the rural Moriah CSD (14.2 percent) and Saranac CSD (20 percent). The suburban districts with the lowest percentages of property tax revenue are Corinth CSD (33.8 percent) and Warrensburg CSD (36.9 percent).
- **Other Revenue:** Adirondack districts and the statewide level of percentage of total revenue derived from other sources are very close. Based on individual district information, 42 percent of all Blue Line districts receive a larger percentage of their revenues from this category than the statewide level (4.6 percent). Both Blue Line rural and suburban district levels are lower than the statewide levels for rural (5.2 percent) and suburban districts (6.0 percent). However, one Adirondack district, Piseco Common SD, depends on other revenue sources for one-fifth of the district's total revenue. Other rural districts also have large percentages of funds from this category: Northville CSD (11.7 percent); Wells CSD (9 percent); and Lake Pleasant CSD (8.2 percent). Just one suburban district, Town of Webb UFS (11.1 percent), relies significantly on this type of revenue source.

ADIRONDACK SCHOOL DISTRICTS OVERVIEW

Schools and Enrollment

Demographic changes have affected school enrollment in New York State. A comprehensive overview of school enrollment for the period 1970-71 through 1990-91 is found in Table 4. During this period of time:

- Total enrollment decreased 24.4 percent while statewide total enrollment declined 27 percent;
- Elementary enrollment decreased 23.7 percent while the statewide elementary enrollment declined 26.5 percent; and
- Secondary enrollment decreased 25.2 percent while the statewide secondary enrollment declined 27.6 percent.

During the 1970s, declines were greatest at the elementary level, with Adirondack enrollment decreasing less than the statewide enrollment. At the secondary level, Adirondack school district enrollment decreased slightly (0.8 percent) while statewide secondary enrollment decreased by 6.7 percent. Overall losses were greater statewide (18.7 percent) than for the Adirondacks (14.5 percent).

During the 1980s, elementary enrollment increases in the Adirondack school districts (2.3 percent) were slightly less than the statewide gain (2.7 percent). Adirondack secondary enrollment declines (24.6 percent) exceeded the statewide decline (22.4 percent). Overall losses were slightly greater for the Adirondack schools (11.5 percent) than the statewide decline (10.2 percent).

Looking Back

A look back at the past two decades provides other insights into the changes that have occurred in the Adirondack Park school districts. (Table 5) Observations about the transitions occurring during this period include:

- The total number of public schools increased over 13 percent with the greatest change seen as an increase in elementary schools (60.9 percent). Schools with a K-12 composition declined by almost 38 percent;
- The pupil/teacher ratio declined during the period from 18.3 students per teacher to 12.0;
- Between 1970 and 1990, there was a 15 percent increase in the total number of teachers. During the early 1980s, the number of teachers declined by 12 percent before turning upward with a 22 percent rise between 1985 and 1990;
- Teachers in Adirondack schools generally hold higher degrees now than at the beginning of the period with greater percentages of teachers currently having Master's (65.5 percent) and Doctorate (10.2 percent) degrees;
- The gains made between 1970 and 1980 in the teaching staff with permanent certification (from 54.4 percent to 83.4 percent) have continued to erode since that time. In addition to a greater percentage of teachers without permanent certification, the increase in teachers without either permanent or provisional certification since 1985-86 is noteworthy;
- Teachers' ages, experience levels and salaries consistently increased during the 1970 through 1990 period, although there was a decline of teachers over age 56 between 1980-81 and 1985-86; and
- College-going rates for those graduates attending four-year colleges steadily increased while two-year college attendance declined slightly during the 1980s and grew sharply after 1985-86.

CONDITION OF ADIRONDACK ELEMENTARY AND SECONDARY EDUCATION

Measuring Up: General Indicators

A review of the recent educational indicators[10] helps to form an understanding of the current status of education in the Adirondack Park school districts. The review examines the information available in three components: general indicators relating to all schools, test scores for the elementary level, and educational indicators for the secondary level. When possible, the analysis compares data for Adirondack rural school districts with the statewide rural districts, and data for the suburban Adirondack districts with statewide suburban districts. Individual districts are identified whenever appropriate. Among those factors that help shape the condition of education for a school district are the following:

Annual Attendance Rate[11] by School District: All Adirondack districts had attendance rates above the statewide rate (91.4 percent). Over 59 percent of Adirondack rural schools had higher attendance than the statewide rural district level (95.1 percent), and 80 percent of the Adirondack suburban districts had higher attendance than the statewide suburban level (94.9 percent). The smallest Adirondack suburban district, Putnam CSD with an enrollment of 58 students, had the best annual attendance rate (96.7 percent). The lowest attendance rates were reported by Moriah CSD and Wells CSD (both 93.6 percent). (Table 6)

Pupil-Teacher Ratio: A large majority of the Adirondack school districts (89.5 percent) have pupil-to-teacher ratios below the statewide level (13.8 students per teacher). Of the Adirondack rural districts, 93 percent have ratios below the statewide rural school district level (13.3). Of the Adirondack suburban school districts, 80 percent have ratios below the statewide suburban level (13.4). The lowest pupil-teacher ratios are found in districts with low enrollment: Newcomb CSD, Inlet Common School District and Raquette Lake UFSD. (Table 7)

Annual Teacher Turnover Rate:[12] Slightly over 42 percent of Adirondack districts have annual teacher turnover rates higher than the statewide level (nine percent). Of the Adirondack rural districts, 61 percent had rates higher than the statewide rural level (eight percent). Of the Adirondack suburban districts, 60 percent had rates higher than the statewide suburban level (seven percent). The highest turnover rates were in Wells CSD (27 percent), Piseco Common School District (25 percent) and Bolton CSD (19 percent). In 1990-91, these schools had the following teaching faculty: Wells CSD, 27; Piseco Common, three; and Bolton CSD, 31. (Table 8)

Median Teacher Salary: Just one Adirondack district, Hadley-Luzerne CSD, had a median teacher salary level above the statewide level ($42,080). Of the Adirondack rural districts, almost 31 percent had median teacher salary levels above the statewide rural district level ($33,503). No Adirondack suburban districts had median teacher salary levels above the statewide suburban level ($45,765). The lowest median teacher salary level was in Inlet Common School District ($16,600).[13] (Table 9)

Median Years Experience of Teachers: Over 39 percent of the Adirondack districts have a median teacher experience level higher than the statewide level (16 years). Of the Adirondack rural districts, 39 percent are above the statewide rural level (16 years). Twenty percent of the suburban districts are above the statewide suburban level (18 years). The highest levels of such experience in Adirondack schools are found in Willsboro CSD, Hadley-Luzerne CSD and Putnam CSD (20 years each). Piseco Common School District has the fewest years of median teacher experience (four years). (Table 10)

Teacher Certification: District teaching credential standards are assessed by a review of status for permanent and other certifications of teaching staff. Some 39 percent of Adirondack districts have greater percentages of

[10]Data are for 1990-91, unless noted.

[11]Data are for 1989-90.

[12]The number of public school teachers who were employed in 1989-90 but not in 1990-91.

[13]This district has a total enrollment of 24 pupils and five teachers. Eighty percent of the teachers had permanent certification and 20 percent had provisional certification.

permanently certified teachers than the statewide level (76.5 percent). Of the Adirondack rural districts, close to 29 percent had a higher percentage of permanently certified teachers than the statewide rural district level (78.1 percent). Just one Adirondack suburban district, Lake George CSD, has a percentage of permanently certified teachers above the statewide suburban district level (84.9 percent). Fifty percent of Adirondack school districts have higher percentages of teachers with other than permanent or provisional certification[14] than the statewide level (8.6 percent). Of the Adirondack rural districts, 68 percent have levels higher than the statewide rural district level (5.6 percent). Of the Adirondack suburban districts, 70 percent have levels above the statewide suburban level (4.4 percent). Those Adirondack districts with extremely high percentages of teachers with other certification are Raquette Lake UFSD (100 percent),[15] Piseco Common School District (50 percent)[16] and Putnam CSD (25 percent).[17] (Table 11)

Teacher Education Levels: The highest level of education for teachers is the Master's Degree plus 30 hours, or a Doctorate. No Adirondack districts meet the statewide levels for this teacher education level for all districts (29.8 percent) or suburban districts (27.7 percent). Of the Adirondack rural districts, 36 percent have levels above the statewide rural district level (10.4 percent). Saranac CSD (24 percent) and Saranac Lake CSD (21 percent) have large teaching staffs. (Table 12)

Per Pupil Expenditures:[18] The average per-pupil expenditure (Table 13) for all Adirondack school districts ($7,624) is greater than the statewide level ($6,908). The Adirondack rural district average ($7,657) is higher than the statewide rural level ($5,731). Adirondack suburban districts have a per-pupil expenditure level ($7,539) close to the statewide suburban level ($7,531) and below Adirondack rural districts. Of the Adirondack districts reporting (Table 5), Newcomb CSD has the highest per-pupil expenditure level ($18,586) and Mayfield CSD has the lowest per-pupil expenditure ($4,721). (Table 13)

Computer Resources: Adirondack school districts have a total of 2,034 computers with a student-computer ratio of 9 students per unit. (Table 14) The State average is 14 students per computer. The Adirondack suburban district ratio (9.5 students per unit) is slightly better than the Adirondack rural district ratio (10 students per unit). The small districts are not without computer resources. Raquette Lake UFSD, with a student enrollment of 10, has four computers while the Inlet Common School District, with a student enrollment of 24, also has four computers. Piseco Common School District, with an enrollment of 33, has seven computers. (Table 14)

Library and Audio-Visual Resources: More library books per student are found in Adirondack schools than at statewide levels with few exceptions.[19] (Table 14) Adirondack districts' book resources (24 books per pupil) exceed the statewide level (16.9). Rural districts had slightly higher average library book resources (24 per student) than the suburban Adirondack districts (23.2 per student). Adirondack school districts' audio-visual equipment levels (2.7 units per student) are above the State level (0.4 units per student). Both suburban and rural Adirondack districts have 2.7 units per student. (Table 14)

---

[14]Teachers spending more than 20 percent of their time teaching a subject for which they hold no certification or temporary license.

[15]Raquette Lake UFSD had two teachers in 1990-91.

[16]Piseco Common School District had three teachers in 1990-91.

[17]Putnam CSD had seven teachers in 1990-91.

[18]Per Pupil Expenditure (CAADM): The expenditure measure used for this calculation includes all expenditures charged to the General, Debt Service, and Special Aid Funds, but excludes expenditures for tuition, transportation and debt service. The pipil measure is the calculated adjusted daily membership (CAADM) and includes students enrolled in district programs and special education pupils educated in district, Boards of Cooperative Educational Services (BOCES), and Section 4402 programs for special education children. Prekindergarten and half-day kindergarten pupils are weighted at 0.5. 1989-90.

[19]Two districts, Piseco Common School District with 33 students, and Raquette Lake UFSD with 10 students, do not have any library resources. These districts use the public library (and databases) as resources.

ELEMENTARY SCHOOL PERFORMANCE

Measuring Up: Pupil Evaluation Program Results

A review of the test scores for elementary school students is one indication of the status of education for the Adirondack schools. All students attending public schools in grades 3 and 6 take Pupil Evaluation Program (PEP) tests in both reading and mathematics, while grade 5 students take a PEP writing test. These tests are used to identify students in need of remediation and for school assessment/accountability purposes. Test results[20] for the 28 Adirondack rural districts and 10 Adirondack suburban districts are reviewed for both 1985-86 and 1990-91 for each of these five assessment measures. The small class enrollment in some districts should be recognized while interpreting these district outcomes.

Grade 3 Reading: Of the 37 Adirondack districts with reported test results for both years, (Table 15), two districts maintained 100 percent for both years while 18 districts improved their performance. In 1990-91, 89.5 percent of Adirondack districts were above the statewide level (80.8 percent). Seventy-one percent of the rural Adirondack districts have higher scores than the statewide rural district level (89.4 percent) and 20 percent of the Adirondack suburban schools have scores above the statewide suburban level (91.8 percent).

Grade 3 Mathematics: Of the 37 Adirondack districts with reported test results for both years (Table 15), 14 districts maintained 100 percent for both years while 14 other districts improved performance over 1985-86. In 1990-91, 92 percent of Adirondack districts were above the statewide level (92.2 percent). Seventy-five percent of the rural Adirondack districts had higher scores than the statewide rural level (97.6 percent). Of the Adirondack suburban districts, 50 percent were above the statewide suburban level (98.3 percent).

Grade 5 Writing: Of the 37 Adirondack districts reporting for both years (Table 16), four districts maintained 100 percent for both years while 26 other districts improved their performance. For 1990-91, 84.2 percent of Adirondack districts were above the statewide level (91.2 percent). Seventy-five percent of the Adirondack rural districts were above the statewide rural level (95.6 percent). Of the Adirondack suburban schools, 60 percent had higher performance levels than the statewide suburban level (96.6 percent).

Grade 6 Reading: Of the 37 reporting Adirondack districts (Table 16), three maintained 100 percent for both years while 24 other districts improved their performance. For 1990-91, 78.4 percent of Adirondack districts were above the statewide level (85.4 percent). Of the Adirondack rural districts, 59.3 percent were above the statewide rural level (91.4 percent). Seventy percent of the Adirondack suburban districts showed better performance than the statewide suburban level (92.9 percent).

Grade 6 Mathematics: Of the 37 reporting Adirondack districts (Table 16), 11 districts maintained 100 percent for both years while 19 other districts improved their performance. For 1990-91, 94.6 percent of Adirondack districts were above the statewide level (89.9 percent). Almost 52 percent of the Adirondack rural districts performed better than the statewide rural level (95.5 percent). Of the Adirondack suburban districts, 60 percent were above the statewide suburban level (96.6 percent).

[20]PEP results are reported as percent of students scoring above the State Reference Point (SRP). The State Education Department does not collect currently disaggregated data for the student population scoring above the SRP.

SECONDARY SCHOOL PERFORMANCE

Measuring Up: Grades 7-12

A variety of educational indicators are available to develop an understanding of the condition of education at the secondary level: test scores for the Preliminary Competency Tests (PCT) and Regents Competency Tests (RCT), Regents diploma rates for graduates, dropout rates and college-going rates. Of the 38 Adirondack districts, 32 districts operate facilities for secondary pupils. Again, the limited enrollment in some schools can magnify the change in test results and other indicators.

Preliminary Competency Test Results

Preliminary Competency Tests (PCTs) are given to junior high school level students to identify those students in need of remediation in reading and writing. School district results are reported as the percent of students scoring above a State Reference Point. Results for Adirondack districts for 1990-91 are detailed in Table 17.

Reading PCT: Of the 33 Adirondack districts reporting results, close to 85 percent are above the statewide level (91.0 percent). Of the Adirondack rural districts, 52 percent performed above the statewide rural level (96.0 percent) and 62.5 percent of Adirondack suburban districts showed better performance than the State suburban level (97.0 percent).

Writing PCT: Of those Adirondack districts reporting results, 72.7 percent are above the statewide level (91.0 percent). Of the Adirondack rural districts, 68 percent performed above the statewide rural level (93.0 percent). Over 37 percent of the Adirondack suburban districts have higher performance levels than the statewide suburban level (95.0 percent).

Regents Competency Test Results

Not all students participate in the RCT testing program. Regents diploma students are exempt by passing Regents examinations. High school students earning local diplomas must pass RCTs in reading, writing mathematics, science and social studies. Test results[21] for three RCT examinations—mathematics, reading and writing—are available for the Adirondack schools for both 1985-86 and 1990-91 (Table 18). Statewide levels for all schools, rural districts and suburban districts are not reported for the 1990-91 RCT program.

RCT Mathematics: Of the 29 Adirondack districts with reported results for both years, seven districts maintained 100 percent passing rate for both years, while nine other districts improved their performance.

RCT Reading: Of the 16 Adirondack districts with reported results for both years, 12 districts maintained 100 percent for both years, while three other districts improved their performance.

RCT Writing: Of the 24 Adirondack districts with reported results for both years, six districts maintained 100 percent for both years, while nine other districts improved their performance.

Regents Diploma Rates

Regents Diplomas are awarded to those students successfully meeting the specified course requirements for graduation and passing Regents Examinations in these courses. While occupational education students can earn Regents Diplomas, the Regents track is considered college preparatory. In 1990-91, 43.8 percent of all Adirondack districts with secondary programs (Table 19) were above the statewide level (38.0 percent) for graduates earning Regents Diplomas. Of the 24 Adirondack rural districts, close to 46 percent had higher percentages of Regent Diploma graduates than the statewide rural level (37.3 percent). Twenty-five of the eight Adirondack suburban districts were above the statewide suburban level (44.9 percent). Northville CSD has the highest level of Regent Diploma graduates (64.1 percent) while the lowest levels are reported for Willsboro CSD (6.7 percent); Wells CSD (8.0 percent); and Crown Point (9.1 percent).

Dropout Rates

Some students leave school prior to graduation. In the 33 Adirondack districts that reported dropout rates for 1989-90, 84.8 percent of these districts had dropout rates

[21]Percentage of students taking and passing the RCT.

below the statewide level (4.9 percent). Of the Adirondack rural districts, 72 percent of the districts had dropout rates below the statewide rural level (3.1 percent). Fifty percent of the eight Adirondack suburban districts were below the statewide suburban level (2.2 percent). The highest dropout rates for Adirondack districts were reported for Saranac Lake CSD (7.5 percent), Mayfield CSD (6.6 percent) and Saranac CSD (6.1 percent). Five districts reported no dropouts: Keene CSD, Minerva CSD, Newcomb CSD and Schroon CSD and Lake Pleasant CSD— districts with relatively small secondary enrollments (40 - 168 students).

College-Going Rates

As noted in the trend section detailed earlier in this report, there has been a steady increase in college attendance. Of the 32 Adirondack districts reporting college-going rates (Table 21), 31 percent had a greater percentage of graduates attending college in Fall 1990 than the statewide level (76.5 percent). Fifty-four percent of the 24 Adirondack rural districts reporting college-going rates were above the statewide rural level (65.7 percent). The highest college-going rates for rural districts were reported for Newcomb CSD (90.9 percent) and Long Lake CSD (87.5 percent).[22] Bolton CSD (95.0 percent)[23] was the only Adirondack suburban district with a higher college-going rate than the statewide suburban level (79.0 percent). Another issue is that of college retention with many students not completing their degrees or doing so over an extended time period.

[22]Newcomb CSD had 11 graduates and Long Lake CSD had eight graduates in 1990-91.

[23]Bolton CSD had 19 graduates in 1990-91.

LIFELONG LEARNING IN THE ADIRONDACK BLUE LINE

A Learning Laboratory

Interest in the Adirondack Park has increased with the arrival of the centennial year of the Park's establishment. The 1990 report, **The Adirondack Park in the Twenty-First Century,** notes that "The Park we have inherited is a biological treasure chest, the largest reserve of natural communities of plant and animal life in the eastern United States....The Park is a unique area, one that has already achieved worldwide recognition as an International Biosphere Reserve and has been protected for almost a century by the constitution and laws of the State of New York." (p. 11)

The value of the Adirondack Park as a learning laboratory site for learners of all ages has been recognized. One school district, the Newcomb Central School District, has embarked on an effort to use the advantages of their isolated rural setting to overcome the disadvantage of having a very small enrollment. School administrators, working with the local town board and the community, have developed an innovative concept for a magnet school that will address their geographic isolation. The school is expected to attract high school students from around the State who are interested in living and learning about the ecology in the Adirondacks to expand their environmental awareness while focusing on an academic theme—the Adirondack Mountain Experience. Students would live with families in the community. The project would begin on a small scale in the fall 1992 semester. Superintendent Barbara Kearns sees the Newcomb Magnet School venture as fulfilling four purposes: addressing concerns of geographic isolation; providing enhanced social interaction and cultural diversity for Newcomb students; promoting scholastic competition; and capitalizing on the many advantages of the school experience. Teachers, too, learn about the Adirondacks in order to enhance their instructional capabilities. One such program is provided by the Warren-Washington-Hamilton-Essex BOCES which holds an annual Conference on the Adirondacks.

Postsecondary institutions have used the Adirondack Park as a learning laboratory. Various colleges and universities are employing the Park for field work for students from a range of academic disciplines. Some institutions, such as Paul Smith's College, are located inside the Park boundaries but other institutions also have taken advantage of the uniqueness of the region. For example, the State University College of Environmental Science and Forestry operates its Adirondack Ecological Center and Adirondack Wildlife Programs at a site near Newcomb, and the study of acid deposition research uses an atmospheric monitoring site at nearby Huntington Forest. The State University College at Cortland has two sites near the Raquette Lake area; one site is a former Adirondack Great Camp, formerly known as Pine Knob Camp. The facilities are used for biology, physical education, recreation and leisure studies, landscape painting and photography, and outdoor education courses.

Learning for All Ages

The 130,000 permanent residents of the Adirondack Park can benefit from a myriad of opportunities that constitute lifelong learning. To reach their potential, individuals should have ongoing opportunities to learn regardless of age.

The special realities of distance, isolation and population sparsity often inhibit the offerings available in rural areas; factors that impact on availability and costs for providing services. Two types of strategies have proven to be effective in compensation for the special circumstances under which rural area entities must operate: technology and collaborative partnerships. A variety of technologies are available that help to overcome the isolation/distance problems associated with delivery of services in rural areas. Partnerships and cooperative agreements among business, schools and higher education, and community groups are a natural part of the culture of rural areas. The Regents ***New Compact for Learning*** recognizes the importance of the significant mutual benefits of harnessing the collaborative resources of a locality to promote both excellence in education and to enhance economic development. The following review of the status of lifelong learning in the Adirondack Blue Line will, when appropriate, provide examples of how these two types of strategies have been used.

Prekindergarten Programs and Preschool Educational Services

The Board of Regents has supported the expansion of prekindergarten services for four-year-olds. The benefits of such programs, particularly for low-income children, have been acknowledged nationally with the

unparalleled success of the Federal Head Start program. The New York State Prekindergarten Program is a $46 million program. Both BOCES and school districts are eligible to apply for funding to provide such programs. Of the 38 Adirondack school districts and six BOCES serving the Adirondack Park, just one State-funded program is now being offered to serve prekindergarten students (Clifton-Fine CSD).

In 1991-92, three school districts offered locally-funded prekindergarten programs serving a total of 52 children. Young children from isolated rural areas need the socialization with other children their own age that these programs provide. The Newcomb CSD has had a program for some 25 years although prekindergarten originally was introduced to provide English-as-a-Second Language service to French-speaking children. The Newcomb program serves four three-year-olds and nine four-year-olds. The Edinburg Common School District program evolved from an outreach component using an itinerant teacher aide for home visits. Moving into the school building three years ago, the program served thirteen three-year-olds and seventeen four-year olds. For the past nine years, the Putnam Common School District has provided prekindergarten services to four-year-olds; the 1991-92 enrollment was nine students.

Public television has addressed the need for educational services for young children. The Plattsburgh public broadcast station, WCFE, provides programming keyed to this age level by offering training services to day-care and home care providers. The Preschool Education Program, a program for preschool students, provides those who care for young children with training workshops on how to effectively use the available television programming and what type of additional materials (games and strategies) best complement specific programs to reinforce learning. Libraries are another source of preschool learning activities providing story hours for children in this age group. The station, in partnership with the North Country Teacher Resource Center and the Augsbury Institute for Youth and Family,[24] has developed a customized interactive computer network program called The Link, or Learning Link. Participation requires a microcomputer, standard telephone line, computer modem, and electronic communications software. The Link provides teachers and many other interested groups, including businesses and libraries, with the following benefits:

- Open communications and equitable access to resources and people;
- Centralized information and databases;
- Collegial sharing in a rural environment; and
- Economically overcomes transportation, time and cultural barriers.

Additional K-12 Educational Opportunities for Students and Staff

The schools of the Adirondack Park region use local library and public broadcasting to reach beyond the limits of their rural setting that access resources to enhance the learning opportunities of their students and faculties.

Libraries have an important role in rural communities. Joseph Shubert, New York State Librarian, states that "Rural students generally attend smaller schools, often without the library materials and staff resources to support the school's learning program effectively. The public library and its resource sharing connections becomes important to both teachers and students. In New York, the public library systems provide consulting and support services, expertise of system staffs and the economies of scale rural libraries need[ed] to achieve equity" (Shubert, 1992). One example is the HOBO Program. HOBO is an electronic mail network operated by the North Country Reference and Research Library Resource System in Canton. It connects 212 public school libraries in seven northern New York State counties[25] with college academic libraries in the region facilitating interlibrary loan opportunities for students and staff. Operating since 1986, HOBO has been State-funded with Library Automation Grant monies.

Public television also offers educational opportunities through technology. WCFE provides extensive instructional programming week-days from 9 a.m. through 3 p.m. for use by classroom teachers with their students during the school-day. Teachers are provided with teacher guides for a wide array of curriculum offerings, including mathematics, science, social studies, language arts, foreign languages, music, art, drug awareness, career and consumer education, and safety.

WCFE also provides teleconferencing opportunities for school administrators several times a year on such topics as trends in education, President Bush's America 2000 plan, and asbestos. The station also has a Learning Links program which provides area teachers with access, via computer modems, to computer bulletin boards throughout the State. Using Learning Links, Adirondack teachers have developed collaborative ecological projects now coupling teachers and students in schools in Ithaca, Long Island, Westchester County and the Capital District.

[24]The activities of the Augsbury Institute for Youth and Family are detailed in a later section of this report.

[25]Includes the following counties with school districts located within the boundaries of the Adirondack Park: Clinton, Essex and Franklin.

Services for Adults

The most evident social condition affecting Adirondack life is unemployment and the accompanying poverty. The local economy lacks the needed diversity to provide the necessary higher paying jobs required to raise the standard of living. In fact, many adults have need for additional education and job training. Educational services available to Adirondack region residents are classified as: Services provided at ACCESS Centers/Sites; Literacy Education Services; and Occupational Training Services.

Services Available at ACCESS Center/Sites: Adult Centers for Comprehensive Education and Support Services (ACCESS) were developed in 1989 as a joint initiative with the Department of Social Services. These sites provide a full range of educational and training programs, counseling, assessment and support services to a wide range of adults. Central intake, record-keeping and assessment, and career services assure use of access to various program components. Child care and transportation are provided for Adirondack Park residents at service locations at:

- Clinton Community College (Plattsburgh);
- Franklin-Essex-Hamilton BOCES;
- Madison-Oneida BOCES; and
- St. Lawrence-Lewis BOCES.

Literacy Education: Literacy education involves a variety of adult basic education, welfare education and GED[26] programs which receive both State and Federal funds. These are programs designed to expand the educational opportunities for adults by encouraging the establishment of adult education that will make available to adults the means to acquire the basic skills necessary to function in society and to secure training and employment. In the Adirondack region, such services are available through programs located at:

- Clinton-Essex-Warren-Washington BOCES;
- Franklin-Essex-Hamilton BOCES;
- Herkimer-Fulton-Hamilton-Otsego BOCES;
- Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES;
- Madison-Oneida BOCES;
- Saratoga-Warren BOCES;
- St. Lawrence-Lewis BOCES;
- Washington-Warren-Hamilton-Essex BOCES;
- Canajoharie Central School District;
- Johnstown Central School District;
- Plattsburgh Central School District;
- Utica City School District;
- Literacy Volunteers of America of Clinton County;
- Literacy Volunteers of Fulton County; and
- Literacy Volunteers of St. Lawrence County;
- Mid York Library (Utica); and
- Utica Community Action.

Occupational Training: A variety of occupational programs are available to train, retrain and upgrade individuals. Many programs are offered in conjunction with literacy education. Federal and State funding are available for students on welfare as well as those individuals who are academically or economically disadvantaged. Some programs are tuition-based. All types of jobs are represented including health careers, business education, agriculture, carpentry, electronics and other occupations. Participating agencies in the Adirondack Park include:

- Clinton-Essex-Warren-Washington BOCES;
- Franklin-Essex-Hamilton BOCES;
- Herkimer-Fulton-Hamilton-Otsego BOCES;
- Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES;
- Madison-Oneida BOCES;
- Oneida-Madison-Herkimer BOCES;
- Saratoga-Warren BOCES;
- St. Lawrence-Lewis BOCES;
- Washington-Warren-Hamilton-Essex BOCES;
- Canajoharie Central School District;
- Johnstown Central School District;
- Plattsburgh Central School District;
- Utica City School District;
- Literacy Volunteers of America of Clinton County;
- Literacy Volunteers of America of Fulton County;
- Literacy Volunteers of America of St. Lawrence County;
- Clinton-Essex-Franklin-Hamilton SDA;[27]
- Fulton-Montgomery-Schoharie SDA;
- Jefferson-Lewis SDA;
- St. Lawrence County SDA;

[26]General Education Development diploma; sometimes called a high school equivalency diploma. Plattsburgh public broadcast station, WCFE, also has instructional programming for preparation for the GED examination series.

[27]SDA is a Service Delivery Area under the Job Training Partnership Act (JTPA).

- Mid York Library (Utica); and
- Utica Community Action.

These listings confirm the integral role played by BOCES for Adirondack Park service delivery. In addition to these job related activities, BOCES serve the needs of adults by also providing avocational, recreational and physical conditioning activities for Park residents.

Postsecondary Education

While the Adirondack Park environment serves as a learning laboratory site for college students from around the State, it also serves as the site of several postsecondary institutions. Institutions located within the boundaries of the Adirondack Park are:

- Paul Smith's College (Franklin County);
- North Country Community College in Saranac Lake (Essex County) with branches in Elizabethtown (Essex County) and Ticonderoga (Essex County); and
- The New York State College of Environmental Science and Forestry at Syracuse has a branch school in the Park—the NYS Ranger School at Wanakena (St.Lawrence County); Cranberry Lake Biological Station (St. Lawrence County); and facilities in Warrensburg (Warren County) and Newcomb (Essex County).

Other public and independent postsecondary institutions are located outside the Adirondack Blue Line but close enough to be available to some residents living on the outside fringes of the Park. These institutions in the Adirondack Park vicinity include eight two-year institutions and eight four-year institutions. Appendix A lists these institutions and their locations.

The postsecondary institution can play a supportive role to rural school districts like those in the Blue Line. SUNY Potsdam's Rural Service Institute reports that North Country Community College has two articulation programs demonstrating such linkage. One articulation program is with the Parishville-Hopkinton CSD for a wilderness recreation leadership program. North Country Community College and the Franklin-Hamilton-Essex BOCES have an articulation program for office technology and nursing. (Chugh, 1992, p. 25)

Nontraditional Postsecondary Educational Opportunities

In addition to the traditional type of institutions, three alternative education programs are available to residents of the Adirondack region. Two programs are based in Saratoga: Empire State College and Skidmore College's University Without Walls. Regents College, of the University of the State of New York, serves students statewide including the Adirondacks.

Regents College provides the opportunity, at a distance, for motivated adult learners to obtain recognition of their educational achievements. Founded in 1970 by the Board of Regents, Regents College of the University of the State of New York, which has granted over 50,000 degrees, is the oldest and largest assessment and evaluation institution in the United States. During the present year, approximately 14,000 students are enrolled. Regents College offers 18 associate and baccalaureate degrees in Business, Liberal Arts, Nursing and Technology. No required resident study is necessary and the programs are available worldwide. Students may enroll at any time and move through the program at their own pace while maintaining a full-time work schedule and family and civic responsibilities. Students earn credits through a variety of methods, consolidating on a single transcript college coursework and credit obtained for what they know through examinations (both written and performance), evaluated business and industrial training, military services education, and special assessment. In addition to being accredited by the New York State Board of Regents, Regents College is also accredited by the Middle States Association of Colleges and Schools, and the National League of Nursing.

Residents of the Adirondack region benefit from the ability of Regents College to provide education at a distance through its collaborative efforts with a variety of educational institutions, agencies, and employers to help students locally. In the Adirondack area, Regents College offers unique collegiate opportunities for adults. For example, working with the Education Services Officers at Fort Drum near Watertown and at the Plattsburgh Air Force Base, and through local colleges like the SUNY North Country consortium and Clinton Community College, Regents College is able to consolidate credits earned through approved courses offered by business and industry, the United States military and through various testing programs such as the College Board's CLEP examinations and Regents College's own proficiency examinations. Additionally, curriculum articulation agreements with Adirondack Community College, North Country Community College and Clinton Community College allow Adirondack area adults opportunities to earn degrees in a flexible and affordable manner. Residents interested in the information about Regents College can meet with volunteer advisors at various sites: SUNY College at Plattsburgh; Massena Public Library; and Saranac Lake Free Library.

Regents College supports all these efforts with its Institute of Distance Learning. The Institute's database, DistanceLearn, provides easily accessible information on

college-level proficiency examinations and courses available at a distance through print (correspondence courses), video, computer, and other methods of delivery.

Augsbury Institute: A Partnership Model

Building on a community's strengths through cooperative partnerships is a natural action in rural areas. The Augsbury Institute, Inc. for Youth and Families is dedicated to "Building Coalitions for Change." The Institute is located on the campus of the State University of New York College at Potsdam. Key to the Institute activities is interagency planning among coalitions of schools, colleges and human service agencies.

Founded in 1988 to network with community partners to meet the needs of youth-at-risk, the Institute is an outgrowth of activity originally undertaken by the Adirondack North Country Association (ANCA). Financial, administrative, organizational and programmatic advice have been provided by ANCA. Additional funding has been provided through a State Youth-At-Risk grant, and a Federal drug prevention grant. Education-related activities undertaken by the Augsbury Institute include:

- Implementing the Link project which ties schools and public television together;
- Developing a child care curriculum to prepare workers for employment in this field;
- Establishing an integrated learning project (in partnership with the Foundation for Grandparenting in Lake Placid) which initiated a experimental volunteer work program for at-risk teenagers at a day care center;
- Providing training to at-risk students about addiction;
- Preparing a curriculum on emotional addictions for use by teachers;
- Creating a database to study the characteristics of rural students at-risk of dropping out of school; and
- Training teachers in mediation and conciliation techniques.

In addition, business and education partnerships are pursued to improve employment referral opportunities for youth-at-risk to encourage improved self-worth and to encourage high school completion. Coordination of activities includes working with Job Training Partnership agencies and private industry councils.

FUTURE DIRECTIONS

Supporting Rural Education Interests

For many years, urban schooling issues have overshadowed rural schools. There are indications that in New York State rural education is beginning to get more attention. Two factors that can impact on the future direction of rural education are research and increased awareness on the part of policymakers, legislators and rural citizens about the issues facing the Park.

The necessity to assess the educational needs of rural areas of the State have been recognized through the enactment of legislation establishing the Rural Education Research Program (Chapter 766 of the Laws of 1990) which is directed to:

- provide a State-level focus and forum for conducting specific research; and
- develop policy recommendations to improve educational service delivery and opportunities.

The State Education Department, along with a seven-member Rural Education Advisory Committee, is directed by the legislation to work cooperatively to implement the research program which by statute is to promote awareness of the special educational needs and conditions of rural areas, and to examine the factors and variables that impact on the quality of rural education.

Research and dissemination have been the focus of the Rural Schools Program, which is located at Cornell University. The organization, which was founded in 1978, represents some 400 small and/or rural school districts statewide by providing their own members with information to educate legislators, policymakers and the local school district citizenry about the special conditions under which these districts operate, and the appropriate legislative action that will be beneficial to improving rural education. Among the legislative priorities that the Rural School Program advocate are specific changes to components of the State aid to schools package including using the latest equalization rates; the addition of both sparsity correction aid and new small size correction aid; and providing flexibility in the use of categorical aid. Other actions favored by the Rural Schools Program include:

- reforming the contingency budget process;
- providing financial support for rural research;
- extending the duration of efficiency grant funding for the study of sharing services between two or more districts;
- developing programs to encourage business and industrial firms to extend job-training opportunities to rural youth; and
- initiating a scholarship program for the study of agriculture and agribusiness.

Looking Ahead

The recent centennial celebration of the establishment of the Adirondack Park has focused attention on the future of the region. Preservation of the unique environmental resources of the Park has been given a prominent place in the events of 1992. The Governor's Adirondack Proposal (Program Bill #254) is a land use and economic development plan for the Park. The value of the Park—including its importance as a learning laboratory—is described in detail:

The wild forest, water, wildlife and aesthetic resources of the park, and its open space character, provide a biological sanctuary, an educational resource, and an outdoor recreational experience of national and international significance. Its forests and watersheds are of global significance as concern mounts over climate change. Its large tracts of undeveloped land, both public and private, provide an essential repository of plant and animal habitat, land bridges, and the potential to protect and conserve biodiversity and whole ecosystems. Growing population, advancing technology and an expanding economy are focusing ever-increasing pressures on these priceless resources.

To move forward to address the challenges of the present and prepare for the future, there is a need for new strategies to ready Park residents for the work force of the 21st century and to enhance the economic development of the region. Suggestions of approaches that may be beneficial include activities related to education, economic development and service delivery.

Education

- Establish summer institutes for mathematics and science in partnership with postsecondary institutions to provide all interested Adirondack students with additional opportunities to improve their skills in these essential areas of learning.
- Encourage students to become sensitive to environmental issues and to develop an appreciation for the wilderness experience by providing the opportunity to attend environment camps.
- Begin to remove the barriers of geographic isolation while promoting educational diversity by initiating student and staff exchange programs with schools in all regions of New York State and with foreign countries.
- Change the present State aid formula to provide for the special conditions that impact negatively on rural and small districts. The population sparsity, isolation/distance factors, coupled with property wealth and lack of industry under the current formula, leave many Adirondack districts at a disadvantage.

- Seek to establish State-funded prekindergarten programs provided by BOCES and school districts in the Blue Line.
- Promote expansion of the use of technology through additional support for the educational projects undertaken by the libraries and public broadcasting stations of the region.
- Encourage districts with teacher retention problems to determine the most prevalent reasons for such turnover, and provide assistance in the development of strategies to address this problem, including strategies as loan forgiveness and increased staff development.

Economic Development

- Ensure further development of the region's tourism industry by improving the training available to Park residents.
- Stop the "brain drain" from the Blue Line region by specifically working to attract those economic development ventures that will increase the diversity of the type of employment in the area while also providing jobs with higher salaries than are now available.
- Encourage the use of public broadcasting to provide Park residents in remote regions with instructional programming that will provide training to enhance their opportunities for employment.
- Make local libraries readily available to the residents of rural areas to provide job counseling and information related to job training opportunities.

Service Delivery to Residents

- Facilitiate interagency cooperation for State agencies and local officials by removing the regulatory barriers that inhibit collaboration and urge that steps begin to establish the Blue Line region as a single entity.
- Avoid duplication of effort and provide more effective service to Park residents by establishing partnerships among schools, State and local government, business, and community cultural institutions.
- Create a telecommunication network to meet the health, educational and economic development needs of the region.
- Increase awareness about the essential role that both libraries and public broadcasting play in the delivery of services to rural populations.

TABLE 1

ADIRONDACK PARK SCHOOL DISTRICT COUNTIES AND ENROLLMENT BY COUNTY

1990 - 1991

Adirondack Park Counties*	Percent of School Districts in Adirondacks	Percent of Enrollment in Adirondack Park School Districts
Clinton	25.0%	23.2%
Essex	100.0	100.0
Franklin	43.0	35.4
Fulton	28.6	18.2
Hamilton	100.0	100.0
Herkimer	9.1	3.2
Saratoga	16.7	4.5
St. Lawrence	17.6	8.4
Warren	66.7	41.8
Washington	9.1	0.5

* The following counties are also part of the Adirondack Park but have no school districts within the Park boundaries: Lewis and Oneida.

Table 2

TOTAL ENROLLMENT, ADIRONDACK PARK SCHOOL DISTRICTS BY CATEGORY AND COUNTY, 1990-91

RURAL ADIRONDACK SCHOOL DISTRICTS	ENROLLMENT
Clinton County:	
Ausable Valley Central School District	1,525
Saranac Central School District	1,736
Essex County	
Crown Point Central School District	401
Elizabethtown-Lewis Central School District	425
Keene Central School District	164
Lake Placid Central School District	766
Minerva Central School District	163
Moriah Central School District	906
Newcomb Central School District	66
Schroon Lake Central School District	271
Ticonderoga Central School District	1,096
Westport Central School District	278
Willsboro Central School District	346
Franklin County:	
Saranac Lake Central School District	1,692
St. Regis Falls Central School District	386
Tupper Lake Central School	1,057
Fulton County:	
Mayfield Central School District	1,135
Northfield Central School District	639
Hamilton County	
Indian Lake Central School District	233
Inlet Common School District	24
Lake Pleasant Central School District	129
Long Lake Central School District	130
Piseco Common School District	33
Raquette Lake Union Free School District	10
Wells Central School District	219
St. Lawrence County	
Clifton-Fine Central School	603
Colton-Pierreport Central School	437
Parishville-Hopkinton Central School	571

TABLE 2 CONTINUED

ADIRONDACK SUBURBAN SCHOOL DISTRICTS	ENROLLMENT
Herkimer County:	
Town of Webb Union Free School District	395
Saratoga County:	
Corinth Central School District	1,300
Edinburg Common School District	131
Warren County:	
Bolton Central School District	260
Hadley Luzerne Central School District	973
Johnsburg Central School District	451
Lake George Central School District	1,039
North Warren Central School District	642
Warrensburg Central School District	1,020
Washington County:	
Putnam Central School District	58
	21,710

TABLE 3

PERCENT OF ENROLLMENT PARTICIPATING IN FREE AND REDUCED SCHOOL LUNCH PROGRAM FOR STUDENTS IN THE ADIRONDACK PARK SCHOOL DISTRICTS

1990 - 1991

Adirondack Districts	Percent of Enrollment Participating in Free and Reduced Lunch Pogram
Adirondack Rural Districts	
Ausable Valley C.S.	31.3%
Saranac C.S.	-
Crown Point C.S.	40.9
Elizabethtown-Lewis C.S.	28.2
Keene C.S.	18.9
Lake Placid C.S.	19.2
Minerva C.S.	50.9
Moriah C.S.	36.9
Newcomb C.S.	12.1
Schroon Lake C.S.	38.4
Ticonderoga C.S.	29.1
Westport C.S.	34.2
Willsboro C.S.	22.5
Saranac Lake C.S.	22.6
St. Regis Falls C.S.	37.7
Tupper Lake C.S.	22.8
Mayfield C.S.	28.3
Northville C.S.	23.2
Indian Lake C.S.	15.9
Inlet Common School	-
Lake Pleasant C.S.	57.4
Long Lake C.S.	30.0

TABLE 3 CONTINUED

Adirondack Districts	Percent of Enrollment Participating in Free and Reduced Lunch Pogram
Adirondack Rural Districts	
Piseco Common School	-
Raquette Lake U.F.S.	-
Wells C.S.	31.4%
Clifton-Fine C.S.	30.7
Colton-Pierrepont C.S.	29.5
Parishville-Hopkinton C.S.	39.9
STATEWIDE RURAL	25.8%
Adirondack Suburban Districts	
Town of Webb U.F.S.	11.9%
Corinth C.S.	19.2
Edinburg Common School	33.6
Bolton C.S.	20.8
Hadley Luzerne C.S.	26.3
Johnsburg C.S.	37.5
Lake George C.S.	13.1
North Warren C.S.	16.4
Warrensburg C.S.	22.8
Putnam C.S.	-
STATEWIDE SUBURBAN	11.1%
STATEWIDE TOTAL	35.1%

TABLE 4

ENROLLMENT TRENDS BY SCHOOL LEVEL
ADIRONDACK PARK SCHOOL DISTRICTS AND NEW YORK STATE

1970-71 THROUGH 1990-91

SCHOOL LEVEL	Enrollment 1970 - 1971		Enrollment 1980 - 1981		Enrollment 1990 - 1991	
	Adirondack	Statewide	Adirondack	Statewide	Adirondack	Statewide
Elementary	**15,934**	**1,931,200**	**11,878**	**1,381,286**	**12,157**	**1,419,001**
Secondary	**12,766**	**1,558,045**	**12,662**	**1,454,107**	**9,553**	**1,128,257**
TOTAL	**28,700**	**3,489,245**	**24,540**	**2,835,393**	**21,710**	**2,547,258**

TABLE 5

ELEMENTARY/SECONDARY EDUCATION STATISTICS
ADIRONDACK PARK SCHOOL DISTRICTS

1970-71 TO 1990-91

Category	1970-71	1980-81	1985-86	1990-91
Public School Districts	38	38	38	38
Total Number of Schools	62	66	63	70
Elementary	23	31	30	37
Secondary	15	19	17	18
K-12	24	16	16	15
Public School Enrollment				
K-6	15,934	11,878	10,578	12,157
7-12	12,766	12,662	10,726	9,553
Public School Graduates				
Percent Entering				
4-Year College	18.6%	21.2%	26.0%	28.4%
Percent Entering				
2-Yr. College	29.1%	28.9%	29.2%	38.5%
Classroom Teachers				
Classroom Teachers	1,570	1,677	1,478	1,809
Pupil/Teacher Ratio	18.3	14.6	14.4	12.0

TABLE 5 CONTINUED

Category	1970-71	1980-81	1985-86	1990-91
Characteristics of Public School Classroom Teachers				
Degree Status				
Less Than Bachelor's	6.3%	0.1%	1.0%	0.0%
Bachelor's	53.2	23.0	21.5	24.3
Master's[1]	35.7	67.6	68.9	65.5
Doctorate[2]	4.8	9.3	8.6	10.2
Certification Status				
Permanent	54.4%	83.4%	80.7%	71.1%
Provisional	33.3	11.9	14.6	20.1
None	12.3	4.7	4.7	8.8
Average Years' Experience	8	13	16	17
Age				
Under 26	28.3%	4.9%	7.1%	6.7%
26-40	43.2	56.5	51.5	40.2
41-56	16.8	33.9	38.2	46.3
Over 56	11.7	4.7	3.2	6.8
Median Salary	$9,772	$17,104	$23,509	$33,605

[1] Includes Bachelor's + 30 hours and Master's.
[2] Includes Master's + 30 hours and Doctorate.

TABLE 6

ANNUAL ATTENDANCE RATE FOR STUDENTS IN THE ADIRONDACK PARK SCHOOL DISTRICTS

1989 - 1990

Adirondack Districts	Annual Attendance Rate
Adirondack Rural Districts	
Ausable Valley C.S.	94.6%
Saranac C.S.	95.7
Crown Point C.S.	95.1
Elizabethtown-Lewis C.S.	95.2
Keene C.S.	95.4
Lake Placid C.S.	94.0
Minerva C.S.	95.6
Moriah C.S.	93.6
Newcomb C.S.	95.5
Schroon Lake C.S.	94.9
Ticonderoga C.S.	94.6
Westport C.S.	95.2
Willsboro C.S.	95.9
Saranac Lake C.S.	95.7
St. Regis Falls C.S.	96.0
Tupper Lake C.S.	95.7
Mayfield C.S.	94.3
Northville C.S.	94.9
Indian Lake C.S.	94.9
Inlet Common School	-
Lake Pleasant C.S.	95.4
Long Lake C.S.	93.8

TABLE 6 CONTINUED

Adirondack Districts	Annual Attendance Rate
Adirondack Rural Districts	
Piseco Common School	96.2%
Raquette Lake U.F.S.	96.0
Wells C.S.	93.6
Clifton-Fine C.S.	95.9
Colton-Pierrepont C.S.	95.7
Parishville-Hopkinton C.S.	95.9
STATEWIDE RURAL	95.1%
Adirondack Suburban Districts	
Town of Webb U.F.S.	95.4%
Corinth C.S.	95.3
Edinburg Common School	95.4
Bolton C.S.	94.9
Hadley Luzerne C.S.	94.0
Johnsburg C.S.	96.1
Lake George C.S.	95.1
North Warren C.S.	95.2
Warrensburg C.S.	95.1
Putnam C.S.	96.7
STATEWIDE SUBURBAN	94.9%
STATEWIDE TOTAL	91.4%

TABLE 7

PUPIL TEACHER RATIO FOR SCHOOLS IN THE ADIRONDACK PARK SCHOOL DISTRICTS

1990 - 1991

Adirondack Districts	Pupil Teacher Ratio
Adirondack Rural Districts	
Ausable Valley C.S.	15
Saranac C.S.	13
Crown Point C.S.	12
Elizabethtown-Lewis C.S.	13
Keene C.S.	7
Lake Placid C.S.	12
Minerva C.S.	7
Moriah C.S.	12
Newcomb C.S.	4
Schroon Lake C.S.	10
Ticonderoga C.S.	13
Westport C.S.	10
Willsboro C.S.	10
Saranac Lake C.S.	13
St. Regis Falls C.S.	12
Tupper Lake C.S.	14
Mayfield C.S.	13
Northville C.S.	13
Indian Lake C.S.	10
Inlet Common School	5
Lake Pleasant C.S.	9
Long Lake C.S.	7

TABLE 7 CONTINUED

Adrondack Districts	Pupil Teacher Ratio
Adirondack Rural Districts	
Piseco Common School	11
Raquette Lake U.F.S.	5
Wells C.S.	8
Clifton-Fine C.S.	12
Colton-Pierrepont C.S.	10
Parishville-Hopkinton C.S.	12
STATEWIDE RURAL	13.3
Adirondack Suburban Districts	
Town of Webb U.F.S.	9
Corinth C.S.	14
Edinburg Common School	15
Bolton C.S.	8
Hadley Luzerne C.S.	12
Johnsburg C.S.	11
Lake George C.S.	13
North Warren C.S.	12
Warrensburg C.S.	13
Putnam C.S.	8
STATEWIDE SUBURBAN	13.4
STATEWIDE TOTAL	13.8

TABLE 8

PERCENT OF TEACHER TURNOVER FOR SCHOOLS IN THE ADIRONDACK PARK SCHOOL DISTRICTS

1990 - 1991

Adirondack Districts	Teacher Turnover Rate
Adirondack Rural Districts	
Ausable Valley C.S.	7%
Saranac C.S.	8
Crown Point C.S.	9
Elizabethtown-Lewis C.S.	13
Keene C.S.	13
Lake Placid C.S.	3
Minerva C.S.	4
Moriah C.S.	10
Newcomb C.S.	11
Schroon Lake C.S.	8
Ticonderoga C.S.	9
Westport C.S.	11
Willsboro C.S.	7
Saranac Lake C.S.	9
St. Regis Falls C.S.	9
Tupper Lake C.S.	8
Mayfield C.S.	11
Northville C.S.	12
Indian Lake C.S.	9
Inlet Common School	0
Lake Pleasant C.S.	0
Long Lake C.S.	10

TABLE 8 CONTINUED

Adirondack Districts	Teacher Turnover Rate
Adirondack Rural Districts	
Piseco Common School	25%
Raquette Lake U.F.S.	0
Wells C.S.	27
Clifton-Fine C.S.	10
Colton-Pierrepont C.S.	5
Parishville-Hopkinton C.S.	9
STATEWIDE RURAL	8%
Adirondack Suburban Districts	
Town of Webb U.F.S.	5
Corinth C.S.	5
Edinburg Common School	11
Bolton C.S.	19
Hadley Luzerne C.S.	10
Johnsburg C.S.	5
Lake George C.S.	4
North Warren C.S.	9
Warrensburg C.S.	13
Putnam C.S.	13
STATEWIDE SUBURBAN	7%
STATEWIDE TOTAL	9%

TABLE 9

MEDIAN TEACHER SALARY FOR TEACHERS IN THE ADIRONDACK PARK SCHOOL DISTRICTS

1990 - 1991

Adirondack Districts	Median Teacher Salary
Adirondack Rural Districts	
Ausable Valley C.S.	$35,438
Saranac C.S.	35,305
Crown Point C.S.	29,319
Elizabethtown-Lewis C.S.	31,125
Keene C.S.	28,625
Lake Placid C.S.	30,887
Minerva C.S.	29,151
Moriah C.S.	26,614
Newcomb C.S.	37,787
Schroon Lake C.S	31,879
Ticonderoga C.S.	34,827
Westport C.S.	29,326
Willsboro C.S.	-
Saranac Lake C.S.	33,788
St. Regis Falls C.S.	30,975
Tupper Lake C.S.	30,640
Mayfield C.S.	33,106
Northville C.S.	-
Indian Lake C.S.	28,934
Inlet Common School	16,600
Lake Pleasant C.S.	26,988
Long Lake C.S.	34,100

TABLE 9 CONTINUED

Adirondack Districts	Median Teacher Salary
Adirondack Rural Districts	
Piseco Common School	$23,953
Raquette Lake U.F.S.	25,879
Wells C.S.	25,511
Clifton-Fine C.S.	36,087
Colton-Pierrepont C.S.	35,158
Parishville-Hopkinton C.S.	31,322
STATEWIDE RURAL	$33,503
Adirondack Suburban Districts	
Town of Webb U.F.S.	$40,540
Corinth C.S.	36,064
Edinburg Common School	26,589
Bolton C.S.	29,000
Hadley Luzerne C.S.	42,692
Johnsburg C.S.	40,482
Lake George C.S.	38,385
North Warren C.S.	27,597
Warrensburg C.S.	34,847
Putnam C.S.	29,098
STATEWIDE SUBURBAN	$45,765
STATEWIDE TOTAL	$42,080

TABLE 10

MEDIAN YEARS TEACHING EXPERIENCE FOR TEACHERS IN THE ADIRONDACK PARK SCHOOL DISTRICTS

1990 - 1991

Adirondack Districts	Median Years Teaching
Adirondack Rural Districts	
Ausable Valley C.S.	17
Saranac C.S.	17
Crown Point C.S.	16
Elizabethtown-Lewis C.S.	17
Keene C.S.	16
Lake Placid C.S.	13
Minerva C.S.	8
Moriah C.S.	13
Newcomb C.S.	21
Schroon Lake C.S	17
Ticonderoga C.S.	17
Westport C.S.	8
Willsboro C.S.	20
Saranac Lake C.S.	17
St. Regis Falls C.S.	13
Tupper Lake C.S.	14
Mayfield C.S.	16
Northville C.S.	18
Indian Lake C.S.	8
Inlet Common School	12
Lake Pleasant C.S.	9
Long Lake C.S.	16

TABLE 10 CONTINUED

Adirondack Districts	Median Years Teaching
Adirondack Rural Districts	
Piseco Common School	4
Raquette Lake U.F.S.	14
Wells C.S.	9
Clifton-Fine C.S.	17
Colton-Pierrepont C.S.	17
Parishville-Hopkinton C.S.	12
STATEWIDE RURAL	16
Adirondack Suburban Districts	
Town of Webb U.F.S.	16
Corinth C.S.	16
Edinburg Common School	9
Bolton C.S.	12
Hadley Luzerne C.S.	20
Johnsburg C.S.	17
Lake George C.S.	17
North Warren C.S.	10
Warrensburg C.S.	15
Putnam C.S.	20
STATEWIDE SUBURBAN	18
STATEWIDE TOTAL	16

TABLE 11

PERCENT OF TEACHERS CERTIFIED BY TYPE OF CERTIFICATION FOR TEACHERS IN THE ADIRONDACK PARK SCHOOL DISTRICTS

1990 - 1991

Adirondack Districts	Type of Certification		
	Permanent	Provisional	Other*
Adirondack Rural Districts			
Ausable Valley C.S.	76%	20%	4%
Saranac C.S.	80	15	5
Crown Point C.S.	71	23	6
Elizabethtown-Lewis C.S.	77	23	0
Keene C.S.	75	17	8
Lake Placid C.S.	68	20	12
Minerva C.S.	54	27	19
Moriah C.S.	61	27	12
Newcomb C.S.	71	18	12
Schroon Lake C.S	64	24	12
Ticonderoga C.S.	81	13	6
Westport C.S.	61	39	0
Willsboro C.S.	79	18	3
Saranac Lake C.S.	73	21	6
St. Regis Falls C.S.	68	23	10
Tupper Lake C.S.	79	14	6
Mayfield C.S.	75	22	3
Northville C.S.	84	12	4
Indian Lake C.S.	65	22	13
Inlet Common School	80	20	0
Lake Pleasant C.S.	60	27	13
Long Lake C.S.	80	10	10

TABLE 11 CONTINUED

Adirondack Districts	Type of Certification		
	Permanent	Provisional	Other*
Adirondack Rural Districts			
Piseco Common School	25%	25%	50%
Raquette Lake U.F.S.	0	0	100
Wells C.S.	58	42	0
Clifton-Fine C.S.	69	18	12
Colton-Pierrepont C.S.	79	7	14
Parishville-Hopkinton C.S.	74	17	9
STATEWIDE RURAL	78.1%	16.3%	5.6%
Adirondack Suburban Districts			
Town of Webb U.F.S.	80%	13%	8%
Corinth C.S.	79	18	3
Edinburg Common School	60	20	20
Bolton C.S.	53	33	13
Hadley Luzerne C.S.	77	17	6
Johnsburg C.S.	83	5	13
Lake George C.S.	88	8	4
North Warren C.S.	70	21	9
Warrensburg C.S.	77	21	3
Putnam C.S.	63	13	25
STATEWIDE SUBURBAN	84.9%	10.7%	4.4%
STATEWIDE TOTAL	76.5%	15.7%	8.6%

* The number of public school classroom teachers teaching more than 20 percent of their time in a subject for which they hold no certification or a Temporary License divided by the total number of public school classroom teachers, (1990-91).

TABLE 12

PERCENT OF TEACHERS WITH MASTER'S PLUS 30 HOURS OR DOCTORATE IN THE ADIRONDACK PARK SCHOOL DISTRICTS

1990 - 1991

Adirondack Districts	Percent Teachers with Master's +30 Hours or Doctorate
Adirondack Rural Districts	
Ausable Valley C.S.	18%
Saranac C.S.	24
Crown Point C.S.	3
Elizabethtown-Lewis C.S.	19
Keene C.S.	0
Lake Placid C.S.	12
Minerva C.S.	12
Moriah C.S.	7
Newcomb C.S.	6
Schroon Lake C.S	8
Ticonderoga C.S.	3
Westport C.S.	7
Willsboro C.S.	12
Saranac Lake C.S.	21
St. Regis Falls C.S.	0
Tupper Lake C.S.	10
Mayfield C.S.	5
Northville C.S.	8
Indian Lake C.S.	13
Inlet Common School	0
Lake Pleasant C.S.	0
Long Lake C.S.	5

TABLE 12 CONTINUED

Adirondack Districts	Percent Teachers with Master's +30 Hours or Doctorate
Adirondack Rural Districts	
Piseco Common School	0%
Raquette Lake U.F.S.	0
Wells C.S.	8
Clifton-Fine C.S.	14
Colton-Pierrepont C.S.	12
Parishville-Hopkinton C.S.	4
STATEWIDE RURAL	10.4%
Adirondack Suburban Districts	
Town of Webb U.F.S.	15%
Corinth C.S.	5
Edinburg Common School	0
Bolton C.S.	7
Hadley Luzerne C.S.	10
Johnsburg C.S.	10
Lake George C.S.	11
North Warren C.S.	11
Warrensburg C.S.	4
Putnam C.S.	25
STATEWIDE SUBURBAN	27.7%
STATEWIDE TOTAL	29.8%

TABLE 13
PER PUPIL EXPENDITURE, ADIRONDACK PARK SCHOOL DISTRICTS
1989 - 1990

Adirondack Rural Districts	Per Pupil Expenditures
Ausable Valley C.S.	$5,602
Saranac C.S.	5,630
Crown Point C.S.	5,189
Elizabethtown-Lewis C.S.	5,913
Keene C.S.	8,063
Lake Placid C.S.	5,718
Minerva C.S.	10,900
Moriah C.S.	5,320
Newcomb C.S.	18,586
Schroon Lake C.S.	6,553
Ticonderoga C.S.	6,258
Westport C.S.	5,926
Willsboro C.S.	7,045
Saranac Lake C.S.	6,271
St. Regis Falls C.S.	6,548
Tupper Lake C.S.	5,414
Mayfield C.S.	4,721
Northville C.S.	5,513
Indian Lake C.S.	8,514
Inlet Common School	Not Available
Lake Pleasant C.S.	8,277
Long Lake C.S.	11,660
Piseco Common School	11,624
Raquette Lake U.F.S.	Not Available
Wells C.S.	7,948
Clifton-Fine C.S.	6,036
Colton-Pierrepont C.S.	7,489

TABLE 13 CONTINUED

Adirondack Rural Districts	Per Pupil Expenditures
Parishville-Hopkinton C.S.	6,354
ADIRONDACK RURAL	$7,657
STATEWIDE RURAL	$5,731
Adirondack Suburban Districts	**Per Pupil Expenditures**
Town of Webb U.F.S.	$9,669
Corinth C.S.	5,594
Edinburg Common School	7,128
Bolton C.S.	8,995
Hadley Luzerne C.S.	7,067
Johnsburg C.S.	7,155
Lake George C.S.	6,560
North Warren C.S.	6,861
Warrensburg C.S.	6,763
Putnam C.S.	9,599
ADIRONDACK SUBURBAN	$7,539
STATEWIDE SUBURBAN	$7,531
ALL ADIRONDACK	$7,624
STATEWIDE TOTAL	$6,908

TABLE 14

NUMBER OF COMPUTERS, LIBRARY BOOKS AND AUDIO VISUAL RESOURCES IN THE ADIRONDACK PARK SCHOOL DISTRICTS

1990 - 1991

Adirondack Districts	Number of Computers	Number of Library Books	Number of Audio Visual Resources
Visual Resources			
Adirondack Rural Districts			
Ausable Valley C.S.	109	32,231	6,390
Saranac C.S.	206	47,409	3,524
Crown Point C.S.	12	5,952	150
Elizabethtown-Lewis C.S.	32	13,054	252
Keene C.S.	35	1,342	4
Lake Placid C.S.	74	9,667	2,704
Minerva C.S.	23	5,285	170
Moriah C.S.	141	19,864	3
Newcomb C.S.	32	25,843	7,133
Schroon Lake C.S	24	8,211	240
Ticonderoga C.S.	75	31,054	4,049
Westport C.S.	35	8,498	245
Willsboro C.S.	47	1,410	740
Saranac Lake C.S.	82	32,297	2,610
St. Regis Falls C.S.	47	10,425	138
Tupper Lake C.S.	64	14,034	1,624
Mayfield C.S.	107	17,036	1,415
Northville C.S.	76	13,766	1,982
Indian Lake C.S.	44	13,997	1,524
Inlet Common School	4	550	10
Lake Pleasant C.S.	38	6,250	45
Long Lake C.S.	29	9,088	127

TABLE 14 CONTINUED

Adirondack Districts	Number of Computers	Number of Library Books	Number of Audio Visual Resources
Adirondack Rural Districts			
Piseco Common School	7	–	–
Raquette Lake U.F.S.	4	–	–
Wells C.S.	30	8,658	62
Clifton-Fine C.S.	73	12,593	2,884
Colton-Pierrepont C.S.	70	11,506	3,143
Parishville-Hopkinton C.S.	77	11,424	339
ADIRONDACK RURAL	1,597	371,444	41,507
Adirondack Suburban Districts			
Town of Webb U.F.S.	34	10,829	275
Corinth C.S.	190	17,797	1,497
Edinburg Common School	19	4,900	110
Bolton C.S.	67	8,304	955
Hadley Luzerne C.S.	84	29,510	3,819
Johnsburg C.S.	30	17,012	3,013
Lake George C.S.	109	31,224	6,646
North Warren C.S.	37	11,478	276
Warrensburg C.S.	73	12,096	49
Putnam C.S.	14	2,656	584
ADIRONDACK SUBURBAN	657	145,806	17,224
ALL ADIRONDACK DISTRICTS	2,254	517,250	58,731

TABLE 15

PERCENT OF STUDENTS SCORING ABOVE THE STATE REFERENCE POINT IN PUPIL EVALUATION PROGRAM, GRADE 3 READING AND MATHEMATICS ADIRONDACK PARK SCHOOL DISTRICTS

1985-86 AND 1990-91

Adirondack Districts	Grade 3 Reading		Grade 3 Mathematics	
	1985-86	1990-91	1985-86	1990-91
Adirondack Rural Districts				
Ausable Valley C.S.	86%	91%	95%	100%
Saranac C.S.	92	94	100	99
Crown Point C.S.	91	100	95	100
Elizabethtown-Lewis C.S.	81	79	90	97
Keene C.S.	100	94	100	100
Lake Placid C.S.	61	95	96	97
Minerva C.S.	80	100	100	100
Moriah C.S.	79	79	76	94
Newcomb C.S.	100	100	100	100
Schroon Lake C.S.	91	96	100	96
Ticonderoga C.S.	97	98	95	100
Westport C.S.	73	89	95	100
Willsboro C.S.	100	100	100	100
Saranac Lake C.S.	97	96	100	97
St. Regis Falls C.S.	72	94	91	100
Tupper Lake C.S.	97	88	100	100
Mayfield C.S.	74	87	97	98
Northville C.S.	89	97	92	100
Indian Lake C.S.	100	95	100	100
Inlet Common School	100	86	100	86
Lake Pleasant C.S.	71	85	100	92

TABLE 15 CONTINUED

Adirondack Rural Districts	Grade 3 Reading		Grade 3 Mathematics	
	1985-86	1990-91	1985-86	1990-91
Long Lake C.S.	88%	100%	88%	100%
Piseco Common School	100	86	100	100
Raquette Lake U.F.S.	No Grade 3	100	No Grade 3	100
Wells C.S.	100	90	100	100
Clifton-Fine C.S.	97	93	100	100
Colton-Pierrepont C.S.	100	96	97	100
Parishville-Hopkinton C.S.	91	97	100	100
STATEWIDE RURAL	NA	89.4%	NA	97.6%
Adirondack Suburban Districts				
Town of Webb U.F.S.	83%	91%	100%	100%
Corinth C.S.	84	88	99	96
Edinburg Common School	79	78	93	91
Bolton C.S.	100	95	100	100
Hadley Luzerne C.S.	80	91	89	99
Johnsburg C.S.	100	80	96	93
Lake George C.S.	93	92	100	100
North Warren C.S.	100	84	100	93
Warrensburg C.S.	80	82	88	96
Putnam C.S.	100	86	100	100
STATEWIDE SUBURBAN	NA	91.8%	NA	98.3%
STATEWIDE TOTAL	NA	80.8%	NA	92.2%

TABLE 16

PERCENT OF STUDENTS SCORING ABOVE THE STATE REFERENCE POINT IN PUPIL EVALUATION PROGRAM GRADE 5 WRITING AND GRADE 6 READING AND MATHEMATICS ADIRONDACK PARK SCHOOL DISTRICTS

1985-86 AND 1990-91

Adirondack Rural Districts	Grade 5 Writing		Grade 6 Reading		Grade 6 Mathematics	
	1985-86	1990-91	1985-86	1990-91	1985-86	1990-91
Ausable Valley C.S.	68%	95%	62%	91%	68%	93%
Saranac C.S.	98	96	90	97	92	99
Crown Point C.S.	82	100	80	95	85	100
Elizabethtown-Lewis C.S.	82	69	94	85	100	100
Keene C.S.	100	100	85	88	92	100
Lake Placid C.S.	79	100	73	85	77	91
Minerva C.S.	100	100	100	100	100	100
Moriah C.S.	79	100	81	91	72	95
Newcomb C.S.	86	100	88	80	100	80
Schroon Lake C.S.	80	100	90	96	100	100
Ticonderoga C.S.	94	100	81	93	83	96
Westport C.S.	87	89	84	94	84	95
Willsboro C.S.	91	100	100	96	93	100
Saranac Lake C.S.	87	92	89	92	93	95
St. Regis Falls C.S.	76	100	96	94	96	94
Tupper Lake C.S.	98	98	83	88	90	93
Mayfield C.S.	55	100	66	81	90	91
Northville C.S.	87	100	87	97	100	100
Indian Lake C.S.	88	96	88	79	65	100
Inlet Common School	-	50	100	67	100	100
Lake Pleasant C.S.	100	93	90	93	90	93
Long Lake C.S.	90	100	70	100	100	93

TABLE 16 CONTINUED

Adirondack Rural Districts	Grade 5 Writing		Grade 6 Reading		Grade 6 Mathematics	
	1985-86	1990-91	1985-86	1990-91	1985-86	1990-91
Piseco Common School	100%	100%	100%	100%	100%	100%
Raquette Lake U.F.S.	100	100	No Grade 6	-	No Grade 6	-
Wells C.S.	92	100	91	79	100	93
Clifton-Fine C.S.	75	86	41	98	43	100
Colton-Pierrepont C.S.	96	97	92	95	100	95
Parishville-Hopkinton C.S.	91	100	92	100	100	100
STATEWIDE RURAL	NA	95.6%	NA	91.4%	NA	95.5%
Adirondack Suburban Districts						
Town of Webb U.F.S.	95%	100%	88%	100%	100%	100%
Corinth C.S.	99	100	81	91	90	99
Edinburg Common School	83	100	83	100	100	100
Bolton C.S.	56	95	100	100	100	100
Hadley Luzerne C.S.	46	98	66	93	70	93
Johnsburg C.S.	86	79	82	91	91	97
Lake George C.S.	99	98	100	98	100	95
North Warren C.S.	86	96	92	94	100	100
Warrensburg C.S.	92	84	95	97	92	95
Putnam C.S.	67	100	88	78	100	89
STATEWIDE SUBURBAN	NA	96.6%	NA	92.9%	NA	96.6%
STATE TOTAL	NA	91.2%	NA	85.4%	NA	89.9%

TABLE 17

PERCENT OF STUDENTS PASSING THE PRELIMINARY COMPETENCY TESTS IN READING AND WRITING ADIRONDACK PARK SCHOOL DISTRICTS

1990 - 1991

Adirondack Districts	Preliminary Competency Test Reading	Preliminary Competency Test Writing
Adirondack Rural Districts		
Ausable Valley C.S.	84%	83%
Saranac C.S.	95	98
Crown Point C.S.	90	100
Elizabethtown-Lewis C.S.	88	64
Keene C.S.	100	100
Lake Placid C.S.	86	77
Minerva C.S.	100	100
Moriah C.S.	98	92
Newcomb C.S.	100	100
Schroon Lake C.S.	93	100
Ticonderoga C.S.	100	97
Westport C.S.	100	92
Willsboro C.S.	100	100
Saranac Lake C.S.	97	99
St. Regis Falls C.S.	97	97
Tupper Lake C.S.	94	90
Mayfield C.S.	94	97
Northville C.S.	100	100
Indian Lake C.S.	100	94
Inlet Common School	-	-
Lake Pleasant C.S.	100	100

TABLE 17 CONTINUED

Adirondack Districts	Preliminary Competency Test Reading	Preliminary Competency Test Writing
Long Lake C.S.	93%	93%
Piseco Common School	-	-
Raquette Lake U.F.S.	-	-
Wells C.S.	83	100
Clifton-Fine C.S.	94	95
Colton-Pierrepont C.S.	100	65
Parishville-Hipkinton C.S.	94	97
STATEWIDE RURAL	96%	93%
Adirondack Suburban Districts		
Town of Webb U.F.S.	100%	83%
Corinth C.S.	100	90
Edinburg Common School	-	-
Bolton C.S.	100	95
Hadley Luzerne C.S.	97	76
Johnsburg C.S.	100	100
Lake George C.S.	97	96
North Warren C.S.	97	100
Warrensburg C.S.	98	90
Putnam C.S.	-	-
STATEWIDE SUBURBAN	97%	95%
STATEWIDE TOTAL	91%	91%

TABLE 18

PERCENT OF STUDENTS PASSING THE REGENTS COMPETENCY TESTS IN MATHEMATICS, READING AND WRITING ADIRONDACK PARK SCHOOL DISTRICTS

JUNE 1985-86 AND 1990-91

Adirondack Districts	Mathematics		Reading		Writing	
	1985-86	1990-91	1985-86	1990-91	1985-86	1990-91
Adirondack Rural Districts						
Ausable Valley C.S.	85%	81%	63%	100%	50	100
Saranac C.S.	95	61	67	100	83	70
Crown Point C.S.	100	94	90	89	-	91
Elizabethtown-Lewis C.S.	92	93	100	100	100	100
Keene C.S.	-	100	-	-	100	-
Lake Placid C.S.	81	93	67	-	50	100
Minerva C.S.	100	100	-	-	100	-
Moriah C.S.	67	85	100	100	50	86
Newcomb C.S.	-	100	-	-	100	0*
Schroon Lake C.S.	100	80	100	100	80	75
Ticonderoga C.S.	84	83	100	100	100	43
Westport C.S.	91	100	100	-	-	-
Willsboro C.S.	100	100	-	100	100	60
Saranac Lake C.S.	83	79	-	-	100	100
St. Regis Falls C.S.	100	100	100	100	67	-
Tupper Lake C.S.	84	73	88	100	89	91
Mayfield C.S.	-	100	-	100	-	80
Northville C.S.	93	100	100	100	100	67
Indian Lake C.S.	100	100	100	100	100	100
Inlet Common School	*	*	*	*	*	*
Lake Pleasant C.S.	100	100	-	-	-	-
Long Lake C.S.	-	100	-	-	100	-

TABLE 18 CONTINUED

Adirondack Rural Districts	Mathematics		Reading		Writing	
	1985-86	1990-91	1985-86	1990-91	1985-86	1990-91
Piseco Common School	*	*	*	*	*	*
Raquette Lake U.F.S.	-	-	-	-	100%	-
Wells C.S.	100	91	100	-	100	100
Clifton-Fine C.S.	80	89	100	100	88	93
Colton-Pierrepont C.S.	100	83	100	100	100	89
Parishville-Hopkinton C.S.	100	100	100	100	80	95
Adirondack Suburban Districts						
Town of Webb U.F.S.	100%	91%	100%	-	100%	100%
Corinth C.S.	83	91	-	100	100	100
Edinburg Common School	*	*	*	*	*	*
Bolton C.S.	100	100	-	100	100	50
Hadley Luzerne C.S.	90	78	100	-	67	100
Johnsburg C.S.	86	100	100	-	0	0
Lake George C.S.	95	100	100	-	100	-
North Warren C.S.	96	83	100	100	90	100
Warrensburg C.S.	97	100	100	100	50	100
Putnam C.S.	*	*	*	*	*	*

* Elementary only

TABLE 19

PERCENT OF GRADUATES WITH REGENTS DIPLOMAS FOR STUDENTS IN THE ADIRONDACK PARK SCHOOL DISTRICTS

1990 - 1991

Adirondack Districts	Percent of Graduates With Regents Diplomas
Adirondack Rural Districts	
Ausable Valley C.S.	22.8%
Saranac C.S.	38.2
Crown Point C.S.	9.1
Elizabethtown-Lewis C.S.	39.1
Keene C.S.	50.0
Lake Placid C.S.	51.3
Minerva C.S.	27.3
Moriah C.S.	16.4
Newcomb C.S.	45.5
Schroon Lake C.S.	47.4
Ticonderoga C.S.	32.5
Westport C.S.	55.6
Willsboro C.S.	6.7
Saranac Lake C.S.	38.8
St. Regis Falls C.S.	20.0
Tupper Lake C.S.	37.3
Mayfield C.S.	35.9
Northville C.S.	64.1
Indian Lake C.S.	33.3
Inlet Common School	-
Lake Pleasant C.S.	-
Long Lake C.S.	44.4

TABLE 19 CONTINUED

Adirondack Districts	Percent of Graduates With Regents Diploma
Adirondack Rural Districts	
Piseco Common School	-
Raquette Lake U.F.S.	-
Wells C.S.	8.0%
Clifton-Fine C.S.	28.2
Colton-Pierrepont C.S.	55.6
Parishville-Hopkinton C.S.	31.6
STATEWIDE RURAL	37.3%
Adirondack Suburban Districts	
Town of Webb U.F.S.	53.8%
Corinth C.S.	34.8
Edinburg Common School	-
Bolton C.S.	44.4
Hadley Luzerne C.S.	25.4
Johnsburg C.S.	20.0
Lake George C.S.	45.6
North Warren C.S.	25.7
Warrensburg C.S.	33.3
Putnam C.S.	-
STATEWIDE SUBURBAN	44.9%
STATEWIDE TOTAL	38.0%

TABLE 20

DROPOUT RATE FOR STUDENTS IN THE ADIRONDACK PARK SCHOOL DISTRICTS

1989 - 1990

Adirondack Districts	Dropout Rate
Adirondack Rural Districts	
Ausable Valley C.S.	3.3%
Saranac C.S.	6.1
Crown Point C.S.	0.7
Elizabethtown-Lewis C.S.	2.3
Keene C.S.	0.0
Lake Placid C.S.	1.9
Minerva C.S.	0.0
Moriah C.S.	2.9
Newcomb C.S.	0.0
Schroon Lake C.S.	0.0
Ticonderoga C.S.	2.7
Westport C.S.	1.2
Willsboro C.S.	1.0
Saranac Lake C.S.	7.5
St. Regis Falls C.S.	3.2
Tupper Lake C.S.	1.7
Mayfield C.S.	6.6
Northville C.S.	2.4
Indian Lake C.S.	3.3
Inlet Common School	-
Lake Pleasant C.S.	0.0
Long Lake C.S.	2.9

TABLE 20 CONTINUED

Adirondack Districts	Dropout Rate
Adirondack Rural Districts	
Piseco Common School	-
Raquette Lake U.F.S.	-
Wells C.S.	1.1%
Clifton-Fine C.S.	1.9
Colton-Pierrepont C.S.	5.1
Parishville-Hopkinton C.S.	1.1
STATEWIDE RURAL	3.1%
Adirondack Suburban Districts	
Town of Webb U.F.S.	1.0%
Corinth C.S.	5.5
Edinburg Common School	-
Bolton C.S.	2.2
Hadley Luzerne C.S.	1.7
Johnsburg C.S.	2.2
Lake George C.S.	0.9
North Warren C.S.	1.4
Warrensburg C.S.	3.5
Putnam C.S.	-
STATEWIDE SUBURBAN	2.2%
STATEWIDE TOTAL	4.9%

TABLE 21

PERCENT OF GRADUATES GOING ON TO POSTSECONDARY EDUCATION FOR STUDENTS IN THE ADIRONDACK PARK SCHOOL DISTRICTS

1989 - 1990

Adirondack Districts	Percent of Graduates Going on to Postsecondary Education
Adirondack Rural Districts	
Ausable Valley C.S.	58.8%
Saranac C.S.	60.9
Crown Point C.S.	40.6
Elizabethtown-Lewis C.S.	54.5
Keene C.S.	73.3
Lake Placid C.S.	71.4
Minerva C.S.	78.6
Moriah C.S.	63.0
Newcomb C.S.	90.9
Schroon Lake C.S.	66.7
Ticonderoga C.S.	60.0
Westport C.S.	64.7
Willsboro C.S.	72.2
Saranac Lake C.S.	77.9
St. Regis Falls C.S.	41.2
Tupper Lake C.S.	78.9
Mayfield C.S.	61.5
Northville C.S.	77.3
Indian Lake C.S.	71.4
Inlet Common School	-
Lake Pleasant C.S.	-
Long Lake C.S.	87.5

TABLE 21 CONTINUED

Adirondack Districts	Percent of Graduates Going on to Postsecondary Education
Adirondack Rural Districts	
Piseco Common School	-
Raquette Lake U.F.S.	-
Wells C.S.	81.0%
Clifton-Fine C.S.	56.4
Colton-Pierrepont C.S.	80.8
Parishville-Hopkinton C.S.	65.0
STATEWIDE RURAL	65.7%
Adirondack Suburban Districts	
Town of Webb U.F.S.	73.9%
Corinth C.S.	49.3
Edinburg Common School	-
Bolton C.S.	95.0
Hadley Luzerne C.S.	73.0
Johnsburg C.S.	70.7
Lake George C.S.	78.9
North Warren C.S.	65.8
Warrensburg C.S.	58.8
Putnam C.S.	-
STATEWIDE SUBURBAN	79.0%
STATEWIDE TOTAL	76.5%

APPENDIX A

BUDGET, STAFFING AND ENROLLMENT FOR POSTSECONDARY INSTITUTIONS ADIRONDACK PARK VICINITY

1990-1991

Institution	Location	County	Operating Budget	Employees (FTE)	Enrollment (FTE)
PUBLIC SECTOR					
Adirondack Community College	Queensbury	Warren	$10.5 million	259.0	2,351.0
Clinton Community College	Plattsburgh	Clinton	$7.4 million	182.1	1,436.2
Fulton-Montgomery Community College	Johnstown	Fulton	$8.8 million	168.1	1,570.8
Herkimer County Community College	Herkimer	Herkimer	$9.9 million	294.6	2,115.6
North Country Community College	Saranac Lake* Malone Ticonderoga*	Essex Franklin Essex	$6.8 million	189.3	1,112.5
Empire State College	Saratoga Springs	Saratoga	$18.7 million	347.6	4,185.0
SUNY at Plattsburgh	Plattsburgh	Clinton	$28.3 million	641.5	5,302.0
SUNY at Potsdam	Potsdam	St. Lawrence	$24.1 million	527.4	4,104.0
SUNY College of Technology at Canton	Canton	St. Lawrence	$11.4 million	273.0	1,909.0
NYS College of Environmental Science and Forestry Adirondack Branches:					
NYS Ranger School	Wanakena*	St. Lawrence	$605,649	21.5	NA
Cranberry Lake Biological Station	Cranberry Lake*	St. Lawrence	$196,004	2.0	NA
Huntington Forest Wildlife Area	Newcomb*	Essex	$443,189	11.75	NA
Pack Research Forest Site	Warrensburg*	Warren	181,130	2.25	NA

APPENDIX A CONTINUED

Institution	Location	County	Operating Budget	Employees (FTE)	Enrollment (FTE)
INDEPENDENT SECTOR					
Clarkson University	Potsdam	St. Lawrence	$62.0 million	660.0	3,500.0
Mater Dei College	Ogdensburg	St. Lawrence	$5.0 million	125.0	530.0
Paul Smith's College	Paul Smiths*	Franklin	$12.5 million	250.0	786.0
Skidmore College	Saratoga Springs	Saratoga	$55.5 million	799**	2,139.0
St. Lawrence University	Canton	St. Lawrence	$52.2 million	650.0	2,073.0
Wadham's Hall Seminary-College	Ogdensburg	St. Lawrence	$7.5 million	30.0	35.0

* Located within the boundaries of the Blue Line
** Both full and part-time employees

Source: Rural Service Institute at State University College at Potsdam;
N.Y.S. College of Environmental Science and Forestry and Skidmore College, 1992.

APPENDIX B
REVENUE SOURCES AND TOTAL EXPENSES FOR THE ADIRONDACK PARK SCHOOL DISTRICTS
1990 - 1991

District Name	Total Revenue	State Revenue as Percent of Total Revenue	Federal Revenue as Percent of Total Revenue	Property & Related Tax Revenue as Percent of Total Revenue	Other Revenue as Percent of Total Revenue	Total Expenses
Adirondack Rural Districts						
Ausable Valley C.S.	$11,150,898	61.66%	2.84%	33.53%	1.97%	$10,782,952
Saranac C.S.	12,126,949	73.10%	1.94%	20.03%	4.92%	12,179,431
Crown Point C.S.	3,244,839	61.12%	0.60%	35.16%	3.11%	2,953,331
Elizabethtown-Lewis C.S.	3,308,662	49.13%	1.36%	47.18%	2.33%	3,039,983
Keene C.S.	1,779,718	20.06%	2.07%	75.32%	2.54%	1,804,881
Lake Placid C.S.	5,571,946	20.62%	2.73%	72.13%	4.52%	5,566,825
Minerva C.S.	2,611,767	23.87%	2.27%	71.72%	2.14%	2,428,193
Moriah C.S.	5,871,296	80.51%	1.03%	14.17%	4.29%	5,788,057
Newcomb C.S.	1,775,325	17.85%	0.38%	80.46%	1.32%	1,755,406
Schroon Lake C.S.	2,364,886	15.79%	3.43%	77.49%	3.28%	2,265,486
Ticonderoga C.S.	8,330,772	39.41%	3.87%	50.07%	6.64%	8,246,385
Westport C.S.	2,130,923	47.56%	3.70%	46.51%	2.23%	2,041,816
Willsboro C.S.	2,698,027	35.02%	1.14%	60.81%	3.02%	2,451,679
Saranac Lake C.S.	$13,406,050	37.68%	1.84%	56.06%	4.41%	$12,498,983
St. Regis Falls C.S.	$3,223,450	62.56%	2.16%	29.85%	5.43%	$3,112,993
Tupper Lake C.S.	7,072,540	59.14%	2.83%	32.06%	5.98%	6,994,938

APPENDIX B CONTINUED

District Name	Total Revenue	State Revenue as Percent of Total Revenue	Federal Revenue as Percent of Total Revenue	Property & Related Tax Revenue as Percent of Total Revenue	Other Revenue as Percent of Total Revenue	Total Expenses
Mayfield C.S.	7.536.584	70.75%	2.08%	23.35%	3.82%	7.957.045
Northville C.S.	5.205.996	48.38%	2.80%	37.16%	11.67%	4.423.682
Indian Lake C.S.	2.416.119	15.21%	1.63%	80.32%	2.85%	2.327.305
Inlet Common School	408.245	0.38%	0.0%	95.89%	3.73%	382.452
Lake Pleasant C.S.	1.837.511	21.54%	2.49%	67.77%	8.20%	1.764.515
Long Lake C.S.	2.072.477	10.10%	1.50%	83.25%	5.15%	1.922.258
Piseco Common School	552.183	0.22%	0.11%	79.16%	20.51%	598.293
Raquette Lake U.F.S.	181.351	1.05%	0.0%	91.92%	7.03%	185.822
Wells C.S.	2.276.703	28.91%	1.85%	60.07%	9.17%	2.275.141
Clifton-Fine C.S.	4.922.120	44.66%	3.16%	47.74%	4.44%	5.121.191
Colton-Pierrepont C.S.	4.362.737	23.95%	1.05%	71.02%	3.98%	4.200.945
Parishville-Hopkinton C.S.	5.110.889	69.70%	2.65%	22.49%	5.16%	5.156.883
ADIRONDACK RURAL	$123.550.963	48.30%	2.23%	44.77%	4.69%	$120.226.871
STATEWIDE RURAL	$1.696.464.704	59.95%	2.46%	32.54%	5.16%	—
own of Webb U.F.S.	$4.104.297	12.44%	0.01%	76.44%	11.12%	$4.072.898
Corinth C.S.	9.860.431	60.27%	1.88%	33.79%	4.07%	9.639.878
TEdinburg Common School	1.866.921	30.77%	2.95%	61.56%	4.72%	1.795.402

APPENDIX B CONTINUED

District Name	Total Revenue	State Revenue as Percent of Total Revenue	Federal Revenue as Percent of Total Revenue	Property & Related Tax Revenue as Percent of Total Revenue	Other Revenue as Percent of Total Revenue	Total Expenses
Adirondack Suburban Districts						
Bolton C.S.	3,150,787	16.24%	1.26%	75.62%	6.88%	2,912,841
Hadley Luzerne C.S.	8,379,134	44.31%	2.36%	51.76%	1.56%	8,306,171
Johnsburg C.S.	4,189,661	43.64%	1.99%	52.01%	2.35%	4,257,187
Lake George C.S.	9,196,254	13.04%	1.44%	80.63%	4.88%	8,799,135
North Warren C.S.	5,494,036	33.77%	4.31%	57.05%	4.88%	5,412,847
Warrensburg C.S.	8,129,713	56.92%	2.39%	36.89%	3.80%	8,129,675
Putnam C.S.	873,773	17.09%	4.06%	76.60%	2.24%	880,631
ADIRONDACK SUBURBAN	$55,245,007	37.85%	2.10%	55.63%	4.41%	$54,206,665
STATEWIDE SUBURBAN	$9,518,554,266	36.66%	1.48%	55.90%	5.97%	$9,437,815,727
TOTAL ADIRONDACK	$178,795,970	45.08%	2.19%	48.12%	4.61%	$174,433,536
TOTAL STATEWIDE	100.0%	43.00%	3.4%	49.3%	4.3%	—

NOTES:

State Revenue - All revenues from State sources including Operating Aid, all formula-based aids, lottery aid and some specific aids (e.g., Small Cities Employment Preparation Education).

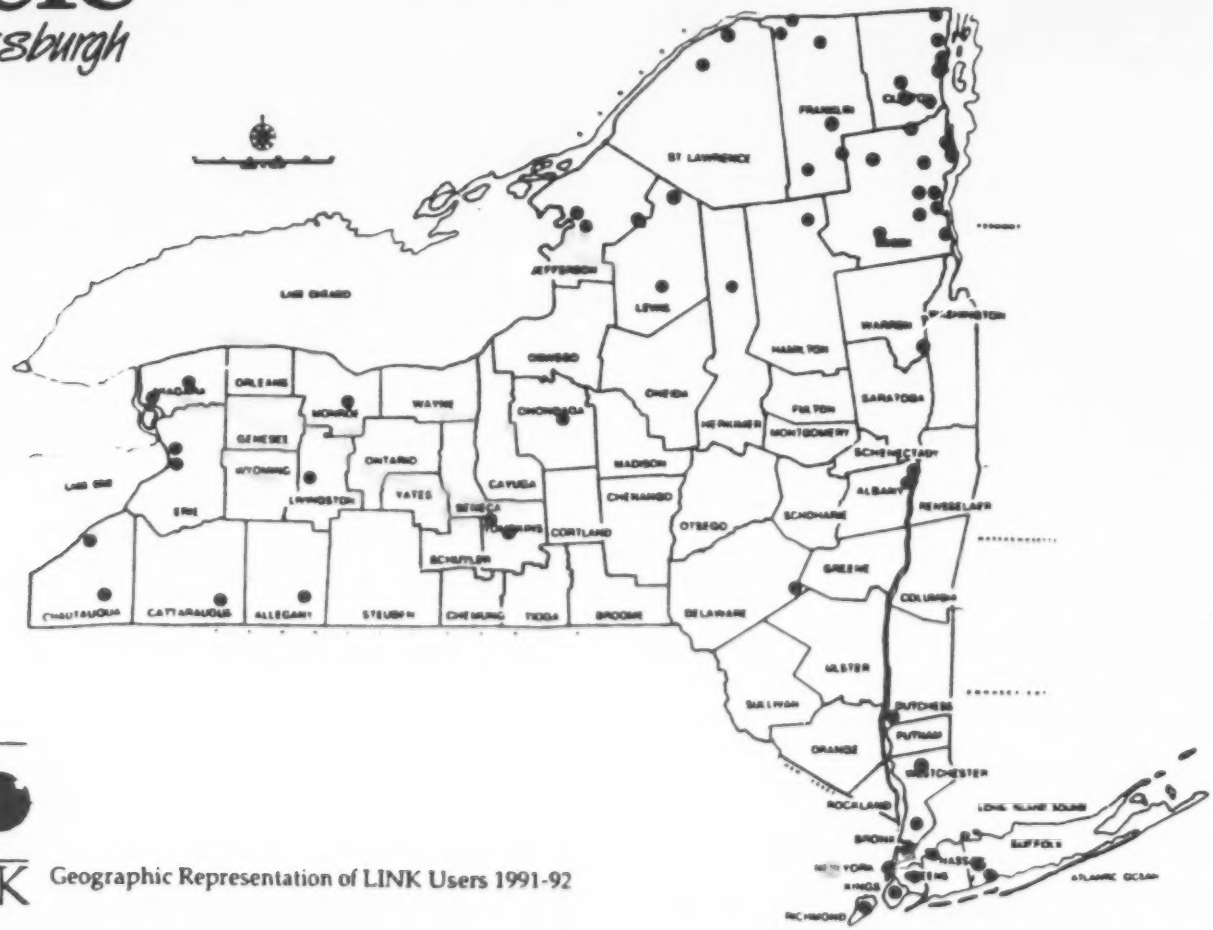
Federal Revenue - All revenues from Federal sources, including Federally Affected Areas Aid.

Property and Related Taxes - Property tax revenues, planned balance, and Federal and other payments in lieu of taxes.

Other Revenue - Interest and penalties on real property taxes, other fees and charges, admissions, interest and earnings on investments, rentals commissions, forfeitures of deposits, sale of property and compensation for loss, interfund revenues, gifts, donations, proceeds of long-term debt, reserve revenues (other than taxes) and other miscellaneous revenues. Also, taxes on utility bills and nonproperty tax distribution by county (e.g., sales tax revenues). Day school tuition, adult education and summer school tuition, tuition from other governments and tuition from school districts located outside New York State. Tuition from other districts in New York State, other services for districts and BOCES, rentals and other miscellaneous revenues from districts and governments.

APPENDIX C

wcfe
plattsburgh



LINK Geographic Representation of LINK Users 1991-92

BIBLIOGRAPHY

Augsbury Institute for Youth and Family Development. "Building Coalitions for Change." Pamphlet. Potsdam, NY: no date.

Berle, Peter A. **The Adirondack Park in the Twenty-First Century**. Albany, NY: The Commission on the Adirondacks in the Twenty-First Century, April 1990.

Chodos, Laura B. (Regent) "The Future of the Adirondack Park." Testimony presented to The Commission on the Adirondack Park in the Twenty-First Century, Schenectady County Public Library, Schenectady, NY, October 30, 1989.

Chodos, Laura B. (Regent) "Rural Development Hearing for the Northeast." Testimony presented to The Agriculture Subcommittee on Conservation, Credit and Rural Development, United States House of Representatives, LeRoy High School, LeRoy, NY, September 11, 1989.

Chugh, Ram L. **Higher Education and Regional Development: A Compendium of Public Service Activities by Colleges and Universities in Northern New York**. Potsdam, NY: The Rural Services Institute at Potsdam College of the State University of New York, July 1992.

New York State Department of Social Services. "Social Statistics, July 1991." Volume LIII, No. 7, October 31, 1991.

New York State Education Department. "New York State School Districts by Supervisory District-1991." Albany, NY: Bureau of School District Organization, BOCES and Rural Services, July 25, 1991.

New York State Education Department. **New York The State of Learning: Statistical Profiles of Public School Districts**. Albany, NY: The State Education Department, February 1992.

New York State Education Department. **Rural Education: Issues and Strategies**. Albany, NY: Office for Planning, Research and Support Services, The State Education Department, April 1992.

New York State Education Department. **Public School Enrollment and Staff, New York State 1990-91**. Albany, NY: Information Center for Education, 1991.

New York State Governor's Office of Counsel. Governor's Program Bill #254 [Adirondack Proposal]. Legislation and Memorandum, May 18, 1992.

Posner, Prudence S., Mark Diffenderfer and Thomas O'Shaughnessy. "Toward a View of White, Rural At-Risk Youth as a Constructed Subculture." Paper presented at the New England Educational Research Organization, Portsmouth, NH, May 7, 1992.

Shubert, Joseph F. "What is the Role of the Public Library?" Albany, NY: New York State Education Department, June 4, 1992.

TELEPHONE INTERVIEWS

Bates, Jerry. President and General Manager, WCFE (Public Broadcast Station), Plattsburgh, NY, June 5, 1992.

Bauvelt, Tom. Head of Bibliographic Services, North Country Reference and Research Library Resource System, Canton, NY, June 4, 1992.

Corban, Thomas. Staff, New York State Department of Labor, Albany, NY, March 10, 1992.

Fulmer, Susanne. Superintendent, Putnam Common School District, Putnam Station, NY, June 22, 1992.

Joseph, Michael, Jr. Executive Director, Rural Schools Program, Cornell University, Ithaca, NY, June 9, 1992.

Kearns, Barbara. Superintendent of Schools, Newcomb Central School District, Newcomb, NY, June 5, 1992, and June 22, 1992.

Lamphere, David. Staff, State Data Center, New York State Department of Economic Development, Albany, New York, March 19, 1992.

Rice, Gail Rogers. Dean of Academic & Student Affairs, North Country Community College, Saranac Lake, NY, August 4, 1992.

Yavornitzki, William. Superintendent, Edinburgh Common School District, Edinburgh, NY, June 22, 1992.

NEW YORK STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12234

NON-PROFIT ORG.
U.S. POSTAGE
PAID
Albany, N.Y.
Permit No. 293